RHODE ISLAND

ALTERNATE ASSESSMENT ADMINISTRATION MANUAL

2008 – 2009

STATE ASSESSMENT PROGRAM

Acknowledgements

State of Rhode Island and Providence Plantations

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CHAPTER ONE: Process Overview

Federal and State Assessment Expectations

Federal special education law, specifically the Individuals with Disabilities Act (IDEA) of 2004, requires that students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary. IDEA 2004 further requires students with disabilities be included in all general and district wide assessment programs with appropriate accommodations or alternate assessments when necessary as determined by their individualized education program (IEP) team. In addition, the No Child Left Behind Act (2001), Title I requires that all students participate in state assessments in Reading/English Language Arts, Mathematics, and Science and that their performance results be reported. This legislation supports Rhode Island's Article 31. Participation in the Rhode Island Assessment Program is an important means of ensuring that **each** student has the opportunity to acquire the knowledge and skills addressed in the New England Common Assessment Program (NECAP) Grade Level Expectations (GLEs). The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum, and participate in the subject area assessments of the NECAP. However, some students with significant cognitive disabilities require an alternative method of assessment. The small number of students who cannot participate in the large-scale assessments even with accommodations participate in the Rhode Island Alternate Assessment (RIAA). The RIAA is based on Alternate Assessment Grade Span Expectations (AAGSEs) that are an extension of the NECAP GLEs.

Overview of the RIAA

High quality assessment practices provide information upon which to base ongoing development of curriculum and instruction that is responsive to individual student needs. Students with significant cognitive disabilities are valued and contributing members of their school and community and are assessed using the RIAA. The RIAA design consists of an assessment that utilizes Structured Performance Tasks that promote enhanced capacities and integrated life opportunities for students with moderate, severe and profound disabilities. Capturing evidence of student learning serves as the basic building block of the RIAA. The RIAA design expands the functional focus to include general education academic skills in a meaningful way for students. Teachers collect data and student work to assess the student's progress, accuracy and independence. The collected evidence provides documentation to ensure that there is a connection between NECAP Strands/GLEs, Rhode Island AAGSEs and instruction.

The RIAA assesses content in Reading, Mathematics, Writing, and Science. In Reading, Writing, and Mathematics, two content strands of knowledge and four AAGSEs are assessed. In Science one AAGSE in each of the three domains and an Inquiry construct are assessed. (See Assessment Blueprint and Design on pages 5, 6 & 7). Teachers assess a student's performance and collect evidence in each content area strand during three distinct collection periods. The assessment effectively links content strands, curriculum, instruction and assessment to demonstrate student learning linked to standards.

The assessment period spans seven months with three set data periods to collect evidence (see timeline on page 9).   The RIAA documents student learning directly connected to the GLEs through the Alternate Assessment Grade Span Expectations.
The assessment has four criteria:

- Connection to the Content Strand
- Student Progress
- Level of Accuracy
- Level of Independence

Rhode Island educators score the RIAA according to the rubric (see Chapter 6).

The RIAA is:

- required by federal and state law;

- designed for students with significant cognitive disabilities who meet grade and participation criteria (see page 105 Criteria for Participation in the RIAA System);

- administered at chronological ages that are similar to students who participate in Rhode Island's general assessment/NECAP;

- reflective of input from a student's instructional team (The instructional team may include teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, as appropriate);

- a datafolio assessment which assesses students in Reading and Mathematics at grades 2-8 and 10, Writing at grades 4, 7, and 10, and Science at grades 4, 8, and 11.

- a datafolio assessment that includes two content area strands with four Alternate Assessment Grade Span Expectations (AAGSE) in Reading, Mathematics and Writing; in Science 3 AAGSEs (one in each domain) and one Inquiry Construct are assessed.

- scored using the RIAA Scoring Rubric (see Chapter 6) to obtain student performance levels, which are then used to determine reportable scores.

Rhode Island Alternate Assessment Blueprint

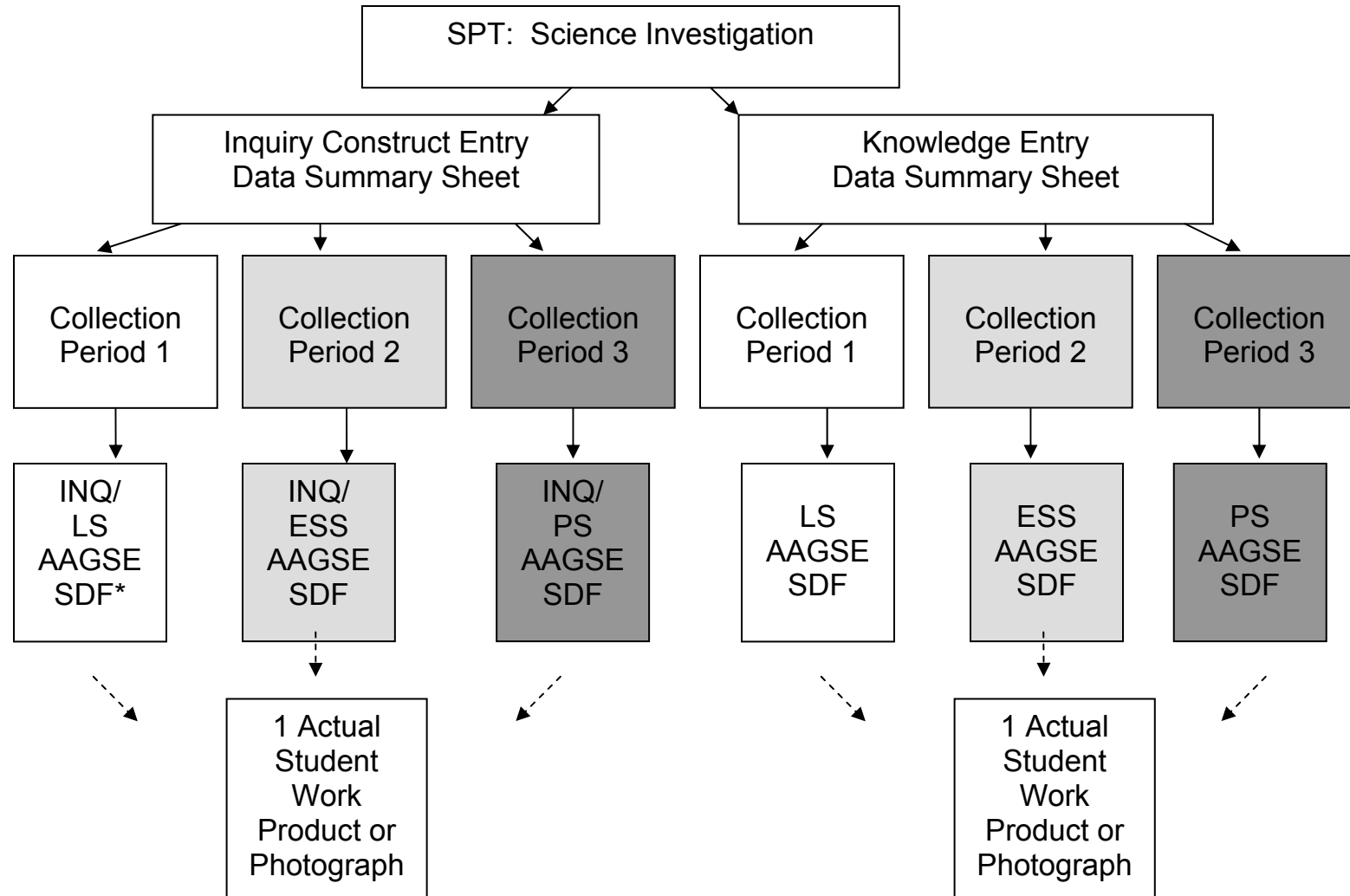| Content Area	Title of Content Strand	Grade(s) Assessed
Mathematics	Numbers and Operations (NO)	2-8 and 10
	Geometry and Measurement (GM)	2-5
	Data, Statistics and Probability (DSP)	6-8
	Functions and Algebra (FA)	10
Reading	Word Identification Skills and Strategies (WID) Vocabulary Strategies and Breadth of Vocabulary (V)	2-8 and 10
	Early Reading (ER) Strategies of Informational Text **OR** Early Reading (ER) Strategies of Literary Text	2
	Initial Understanding, Analysis and Interpretation of Literary Text (LT) **OR** Initial Understanding, Analysis and Interpretation of Informational Text (IT)	3-8 and 10
Writing	Structures of Language (SL) and Writing Conventions (WC)	4, 7 and 10
	Response to Literary (LT) or Informational Text (IT)	4
	Narratives (N)	7
	Informational Writing (IW)	10
Science	Inquiry Construct Questioning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) **OR** Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	4
	Inquiry Construct Planning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) **OR** Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	8
	Inquiry Construct Analyzing and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) **OR** Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	11

Assessment Design
Reading, Mathematics, and Writing

Required Content Strand 1					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

Required Content Strand 2					
Structured Performance Task					
AAGSE 1			AAGSE 2		
Data Summary Sheet			Data Summary Sheet		
Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form	Student Documentation Form

Assessment Design
Science

Data Collection

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┌─────────────────────────────────────┐
│   SPT:  Science Investigation        │
└─────────────────────────────────────┘
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┌──────────────────────────┐        ┌──────────────────────────┐
│  Inquiry Construct Entry │        │    Knowledge Entry       │
│  Data Summary Sheet      │        │    Data Summary Sheet    │
└──────────────────────────┘        └──────────────────────────┘
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Collection Period 1	Collection Period 2	Collection Period 3	Collection Period 1	Collection Period 2	Collection Period 3
INQ/ LS AAGSE SDF*	INQ/ ESS AAGSE SDF	INQ/ PS AAGSE SDF	LS AAGSE SDF	ESS AAGSE SDF	PS AAGSE SDF
	1 Actual Student Work Product or Photograph			1 Actual Student Work Product or Photograph	

*SDF= Student Documentation Form   **LS/ESS/PS can be in any order
1 SDF for Inquiry Entry and 1 SDF for Knowledge Entry will have a Student Work Product attached.

Timeline for RIAA

| DATE(S)	EVENT
Monday, Sept. 22 Crowne Plaza at the Crossings	Introduction to RIAA Part 1 (full day session)
Tuesday, Sept. 23 Wednesday, Sept. 24 & Thursday, Sept. 25, 2008 Crowne Plaza at the Crossings	Update, Science, and AAGSE Training (morning and afternoon sessions)
Monday, Sept. 29, 2008 Crowne Plaza at the Crossings	Introduction to RIAA Part 2 (full day session)
Collection Period 1 October 6 – November 14, 2008	Provide standards-based instruction to collect student data for each AAGSE. Enter data for collection period 1 on the Data Summary Sheet for each AAGSE. Document student work.
Tuesday, Oct. 14 & Wednesday, Oct. 15, 2008 Winman Jr. HS, Warwick	Drop in Session #1 (3:00 p.m. – 6:00 p.m.)
Wednesday, Dec. 9 & Thursday, Dec. 10, 2008 Crowne Plaza at the Crossings	Update #2 (morning and afternoon sessions)
Collection Period 2 January 12 – February 6, 2009	Provide standards-based instruction to collect student data for each AAGSE. Enter data for collection period 2 on the Data Summary Sheet for each AAGSE. Document student work.
Wednesday, Jan. 28 & Thursday, Jan. 29, 2009 Winman Jr. HS, Warwick	Drop in Session #2 (3:00 p.m. – 6:00 p.m.)
Collection Period 3 March 16 – April 9, 2009	Provide standards-based instruction to collect student data for each AAGSE. Enter data for collection period 3 on the Data Summary Sheet for each AAGSE. Document student work.
Tuesday Mar. 24 Wednesday Mar. 25, 2009 Winman Jr. HS, Warwick	Drop in Session #3 (3:00 p.m. – 6:00 p.m.)
Thursday, May 7, 2009	**UPS Datafolio Pick Up**

CHAPTER TWO: The Instructional Process for the RIAA

Instruction for students with significant cognitive disabilities has the same goal as for children without disabilities. That goal is to help students learn skills that they will use to become independent productive community members. For children to achieve this goal, they must have the opportunity to participate in the same general curriculum as their peers. Instruction does not occur in isolation, but instead is one component of the larger learning process. This process connects content expectations, curriculum, instruction, and assessment to meet the needs of student learning. In Rhode Island this continuous cycle is comprised of the New England Common Assessment Program Grade Level Expectations (GLEs)/Rhode Island Alternate Assessment Grade Span Expectations (AAGSEs), curriculum, instruction, and assessment. The GLEs identify the content knowledge and skills expected of all students. They provide a foundation for the "big ideas" of curriculum that can be assessed in a large-scale assessment. The AAGSEs are a downward extension of the GLEs and focus on those skills that meet the needs of students with significant cognitive disabilities who require more time and opportunities to learn.

This continuous cycle guides teachers through a process to instruct students with cognitive disabilities.

> This process includes the following sequence:

1. **Content Strands and AAGSEs:** Identify the Content strand and the AAGSE consistent with the student's grade. What skill is the student learning?
2. **Curriculum:** Identify how the content is organized in the general education curriculum. What is the age/grade appropriate instruction the student is engaging in to learn?
3. **Instruction:** Identify instructional techniques used to support student participation in those activities. What accommodations or modifications will assist the student in his/her learning?
4. **Assessment**: Define the objective measure utilized to demonstrate student skills. What data will be collected to understand and measure student progress?
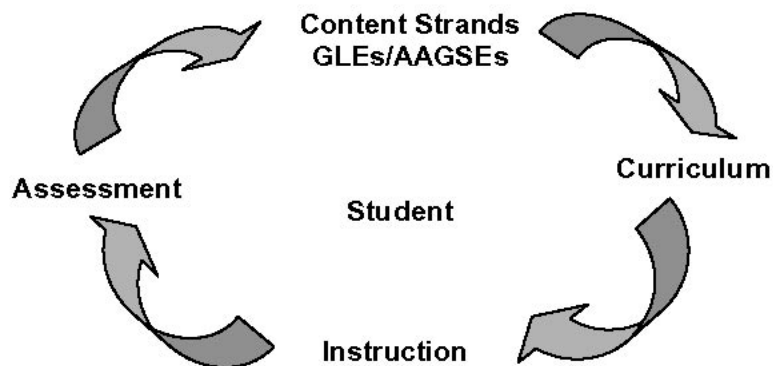
Content Strands and AAGSEs

By beginning the instructional process with Alternate Assessment Grade Span Expectations (AAGSEs), an educator establishes a focus for instruction that is meaningful and purposeful. For students with severe disabilities this focus provides a clear connection to the high expectations for all students using the Grade Level Expectations (GLEs). The GLEs and AAGSEs address fundamental skills in the content areas of Mathematics, Reading, Writing, and Science. Mathematics, Reading and Writing are organized into content strands. For example, Reading includes the following content strands:

- Word Identification
- Vocabulary Strategies and Breadth of Vocabulary
- Early Reading Strategies of Literary Text
- Early Reading Strategies of Informational Text
- Initial Understanding, Analysis and Interpretation of Literary Text
- Initial Understanding, Analysis and Interpretation of Informational Text

Science is organized into three domains, Life Science, Earth Space Science and Physical Science.

The AAGSEs differ from the GLEs in that they are comprised of grade spans rather than specific grade levels. The AAGSEs have four grade spans, K-2, 3-5, 6-8 and 9-12 for Reading, Mathematics, and Writing and three grade spans, K-4, 5-8 and 9-12, for Science. As the grade spans progress, the level of difficulty of the skills increases. When choosing skills a student will be working on, the teacher first refers to the appropriate grade span AAGSEs and then selects skills that are appropriate for that student's learning. A student's Individualized Education Program (IEP) should provide guidance in the selection process.

For the purposes of the RIAA, AAGSEs have been grouped within a Structured Performance Task (SPT), which embeds skill instruction within lessons that demonstrate application of the skills. Each Structured Performance Task includes a targeted set of AAGSEs that connect to the context of the SPT. An example of a Structured Performance Task is: *Students will participate in monetary activities in classroom, school or community activities.*

Curriculum

Curriculum is the big picture concept through which children have opportunities to learn. In many cases, school districts in Rhode Island have aligned their curriculum to the GLEs/AAGSEs to provide students with comprehensive instructional programs. Students with significant cognitive disabilities engage in curriculum activities that are individualized and allow them to participate in a meaningful way. A student's IEP defines prioritized skills to be addressed within the child's school program. Participation is also individualized using accommodations, modifications and assistive technology that had been defined in the student's IEP. Curriculum for students with significant disabilities should be aligned with the general education curriculum. Through individualized instruction, a student will participate in authentic activities that measure the AAGSEs chosen for him or her.

It is important for educators to take into account the age of the students and provide them with instruction that is consistent with their age/grade level peers. For example, high school students have the opportunity to read Shakespeare's *Romeo and Juliet*. Students with

significant disabilities should also have the opportunity to participate in reading *Romeo and Juliet*, although their mode of participation may be different from that of their non-disabled peers.

Instruction

There are several important concepts to keep in mind when planning instructional activities for students with significant cognitive disabilities. First, instruction is most effective when students engage in learning that provides a context in which they can apply the skill. SPTs have been created for RIAA to provide the context for skill application. Second, learning should utilize age appropriate materials and activities while addressing students' current characteristics and emerging skills. Third, teachers should plan standards-based activities that utilize the GLEs/AAGSEs in conjunction with their district's curriculum. Finally, teachers must identify potential barriers that may interfere with student learning. These may be related to the physical environment, instructional materials, and/or the level of supports available to the student.

There are two basic types of instructional activities that educators use to help students learn skills, acquisition and application. Acquisition activities teach skills in isolation and are often used when introducing new skills. They are taught in isolation so the students can understand the concepts of the skill. For example, when teaching students to add 2 + 2 the teacher will provide an example and manipulatives so the students can put two groups together. Application activities require the student to use the skills to accomplish a goal other than practice. These activities teach students how to use the skill for a specified purpose. For example, the students will add 2 + 2 to determine the number of students who will buy hot lunch or will use addition to solve a word problem.

Science requires the Inquiry Constructs and AAGSE skills be shown within a science investigation. Showing these concepts within a science investigation will almost always show application because the investigation requires the student to apply skills within the investigation itself. When deciding if an activity is an example of acquisition or application ask the question "What is the purpose of the activity?" If the purpose of the activity is simply to practice something, and there is no end product, it is most likely an example of acquisition. When working with students who have severe disabilities, application activities are one of the most effective methods in promoting skill development.

Acquisition vs. Application Activities

Acquisition	Application through standards-based activities
Key word drill and skill with flashcards	Key words highlighted **in a weekly reader** with student identifying highlighted words
Copying spelling words	Correct use of spelling words **in a journal entry**
Flashcard practice of math facts	Application of math facts t**o determine lunch count**
Identifying time on a clock worksheet	Identifying the time on the clock **to go to the next class**
Sort coins into piles of like coins	Sort coins needed **to make a purchase** (quarters for a juice from the vending machine)
Sort ingredients by attribute	Sort ingredients of a mixture **to identify/communicate what makes up the mixture to record observations for a science investigation.**

Students with significant disabilities participate in standards-based activities in a variety of different ways. Sometimes they participate without the assistance of another person and other times they may require varying levels of assistance to participate. Levels of assistance, also often referred to as prompting, need to be individualized for a student and defined to reflect the student's ability to participate in the activity with the least amount of assistance. The goal for the student is to work towards participating in the activity independently. For most students with significant disabilities, the teacher creates a hierarchy of the level of prompts the student requires to participate in an activity. An example of a prompt hierarchy (most to least assistance) is the following: the student requires hand over hand assistance, the student requires a guided hand prompt, the student requires a tap prompt and the student requires a verbal prompt. To obtain more information about levels of assistance and instructional techniques refer to Appendix C.

When teaching students who have significant cognitive disabilities, teachers should provide them with opportunities to participate in distinct standards-based activities. Distinct activities allow a student to demonstrate his/her AAGSE skills in a variety of contexts and/or differing content. The following are examples of distinct standards-based activities in which the student demonstrates the same skill in the same way with a different content/context (different books).

Activity 1: The student will answer three comprehension questions about the story *Olive's Ocean* by Kevin Henkes.

Activity 2: The student will answer three comprehension questions about the story *NIGHTJOHN* by Gary Paulsen.

Activity 3: The student will answer three comprehension questions about the story *Joey Pigza Swallowed the Key* by Jack Gantos.

The following are examples of distinct standards-based activities in which the student demonstrates the same skill in the same way with different materials and/or for a different purpose.

Activity 1: The student will spell his/her first and last name correctly on his/her journal entry.

Activity 2: The student will spell his/her first and last name correctly using a computer to complete a Power Point presentation on his/her research project.

Activity 3: The student will spell his/her first and last name correctly to sign a job application.

Comparison Chart Defining Distinct Activities

	Distinct	**Not Distinct**
Different Materials	Materials used are from different categories or from the same category (coins, blocks, rocks or forks, plates, bowls).	Materials differ only by attribute (e.g., small blocks, medium blocks, large blocks or blue bowls, red bowls, yellow bowls).
Context of Content	Same activity in different context (e.g., counting money to make purchase, counting money to save, counting money to make change or answering comprehension questions from 3 different stories).	Repetition of activity within same context (e.g., making a purchase at McDonalds, Burger King and Wendy's-all fast food restaurants or answering different comprehension questions from the same story).
Setting	Different settings that change the context of the skill use (e.g., using money at the school store, the cafeteria and in the community).	Settings that do not change the context of the skill (e.g., doing a mathematics worksheet in the general education room, in the resource room and in the hallway).
Application	Same activity has a different purpose (e.g., signing name to journal, poem, letter).	Same activity with same purpose (e.g., signing name to 3 separate attendance sheets).

Using the SPT as a context for instruction, teachers need to create standards-based activities that allow students to learn AAGSE skills that are connected to the general curriculum. These activities must be individualized to meet the students' needs and demonstrate application of skills within an appropriate context. When these criteria are in place it is called Connection to the Content Strand. Connection to the Content Strand is an essential component to the instructional process for students with significant disabilities. Students with significant disabilities can learn academic skills when connections to the Content Strands are made. (See page 17 for examples of instruction that connects to the Content Strands and SPTs.)

Science instruction is unique because the SPT is the same through out the assessment. The SPT addresses both broad based inquiry skills as well as individual skills that are related to the science domains of Life Science, Earth and Space Science and Physical Science. Broad based inquiry skills are the higher order thinking skills that provide a foundation to carry out an investigation. Inquiry skills include four Inquiry Constructs which are Formulating Questions & Hypothesizing, Planning and Critiquing Investigations, Conducting Investigations, and Developing and Evaluating Explanations. For the purposes of the RIAA the four inquiry constructs are referred to as Observing/Questioning, Planning, Conducting and Analyzing.

The Science SPT is "*The student will demonstrate the concept within a scientific investigation, which includes observing/questioning, planning, conducting and analyzing.*"

To facilitate the organization and planning of the RIAA assessment, teachers should align their instruction to the domain areas with the instruction that is taking place in the general education

setting. For example, if the fourth grade students are working in the domain of physical science during the first collection period, then the RIAA domain assessed should also be physical science. Whenever possible, students in the RIAA should experience science within the general education setting among their peers.

Examples of Instruction that Connects to the Structured Performance Task

SPT and AAGSE	Connects	Does Not Connect
Content Area: Reading (K-2) **Content Strand:** Word Identification and Vocabulary Strategies and Breadth of Vocabulary **SPT:** The student will read/experience text related to self, family, and/or school. **AAGSE: WID 1.1a** Identifying pictures, symbols, objects, and words that represent self and others.	The students in the 2nd grade class are studying a unit on family. The students are reading about different families and will answer questions in their journals that provide information about their own family. Johnny will read and choose the family words that best describe him and his family for his journal entry.	The second grade class is studying a unit on family. Johnny will practice reading his five dolch words in his journal. (This does not connect to the SPT and AAGSE because there is no indication that the dolch words relate to self.)
Content Area: Mathematics (6-8) **Content Strand:** Data, Statistics and Probability **SPT:** The student will interpret given data to make decisions. **AAGSE: DSP 1.2** Answer questions about parts of the data and/or the set of data as a whole.	The seventh grade science class is participating in an investigation unit. The students need to find out who committed a crime. As a group the class will ask and answer questions to make a prediction chart about who may have committed the crime. Sandra will use the data chart to count how many people predict that the librarian committed the crime. She will report the information to class using her augmentative communication device.	Sandra will complete a worksheet to answer questions about a data chart. (This does not clearly connect to the SPT because the information does not indicate that decisions were made.)
Content Area: Writing (10) **Content Strand:** Informational Writing **SPT:** The student will write to demonstrate membership in school and/or his/her community. **AAGSE: IW 6.2** Identifying relevant details related to a topic.	Jesse's class is exploring a variety of membership opportunities in the community. Jesse is interested in the YMCA. Jesse will write his name, age and address on a YMCA application form.	Jesse will practice writing his personal information by answering the following questions: What is your name? What is your age? Where do you live? (This does not connect to the SPT because there is no link to membership in the school or community and there is no indication of the topic.)

Assessment

The last piece of the instructional process is assessment. Teachers use assessment to understand what students' know, understand and are able to do. Assessment provides the information necessary for teachers to make instructional decisions that help to support student learning. Good teaching practice uses assessment as a means of gathering information for the

purpose of planning instruction, evaluating instruction, and refining instruction to ensure students have appropriate opportunities to learn skills.

If the student is appropriately learning, the teacher may decide to continue with his/her current instructional decisions. If the student is not learning or is learning too slowly, the teacher will reevaluate his/her instructional decisions and make modifications so that the student can achieve success. Assessment is a critical piece of student learning because it provides information of what skills a student has and how he/she can apply those skills in different situations. Assessment is defined as collecting, analyzing, reporting and utilizing data. Assessment data is collected to demonstrate a student's learning and for instructional purposes. It should objectively measure and clearly define what skills the student is able to use and apply in different situations.

A datafolio is used to measure a student's achievement on the AAGSEs for an academic year. For those students who are being assessed through the RI Alternate Assessment, data on the students' demonstration of the AAGSEs is collected during three collection periods for the datafolio. Using three collection periods allows the student to demonstrate progress in accuracy of skills and level of independence on those skills. These data collection periods can also provide opportunities to monitor a student's progress on the prioritized goals in the IEP. For more information on accuracy and level of independence, refer to the information on data collection found in Appendix C. The benefit of the datafolio is that it is designed to integrate daily instruction and assessment of a student's skills. The datafolio does not assess skills in isolation, but rather within the context of daily standards-based instructional activities.

Example of the Instructional Process

The following is an example of the Instructional process applied to a student with a significant cognitive disability.

1. **Define the skill/AAGSE that will be worked on by the student.**
   Content area: Writing.
   Content Strand: Writing Conventions.
   Structured Performance Task: The student will write in response to activities within his/her school environment.
   AAGSE: WC 9.1a Recognizing and reproducing his/her own first and last name correctly

2. **What is the curriculum of the general education classroom?**
   All students are required to write their first and last names on their pieces of work completed throughout the school day. The fourth grade classroom is studying health foods and discussing what types of food are good for them to eat. As part of the lesson, all students volunteered to sign a "Healthy Food Contract". As a participant in this activity, Nick will also sign a "Healthy Food Contract".

3. **What is the instructional method/technique that will be used for this student?**
   Nick will participate in this activity using name labels to sign his first and last name to his work. He will choose his first and last name from a field of two labels. Nick will peel the sticky label from the paper and locate the signature place on the contract. The signature place will be highlighted with a yellow marker and have a box to help Nick complete the task. Nick will place the name label in the appropriate spot.

   Nick requires various levels of prompting to complete this task. If Nick does not independently complete this task the following prompt hierarchy is in place for him to be successful:

   Verbal prompt: *"Nick look at the first letter of the complete name."*

   Tap prompt: A light tap prompt on the back of his hand**.**

   Physical prompt: Hand-over-hand assistance to choose the correct complete name.

4. **What data will be collected to show how the student demonstrates their skill?**
   Nick is given the opportunity to sign his first and last name on all of his daily papers. Data will be collected every day using a Single Step Data Chart (see Appendix C).

   Accuracy data will be completed on whether or not Nick chooses the correct name sticker. Independence and level of assistance data will be taken using the prompt hierarchy of verbal prompt, tap prompt or physical prompt.

CHAPTER THREE: A Step-by-Step Process for Completing the Mathematics, Reading, and Writing Content Areas

This step-by-step guide is designed to assist educators assessing students using the RIAA. Make sure you understand the steps, collection of data, and the manner in which the evidence must be submitted in the RIAA prior to beginning the assessment process. Below is a brief outline of the steps with more in-depth descriptions on the pages that follow.

Pre-Administration Activities

Step 1: Determine student eligibility for participation in the RIAA.
Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.
Step 3: Determine the student's grade level and identify the required strands and SPTs in each content area.
Step 4: Select Alternate Assessment Grade Span Expectations (AAGSE) for each Structured Performance Task.

Administration Activities

Step 5: Review the requirements for documentation of the RIAA.
Step 6: Determine the data collection system for collecting documentation of student performance (accuracy and independence).
Step 7: Collect and record student data for each collection period.
- Complete the Data Summary Sheet of each AAGSE Entry for each collection period.
- Complete a Student Documentation Form for each collection period; include one piece of student work for each AAGSE Entry.
- Check calculations to ensure their accuracy.

Post-Administration Activities

Step 8: Assemble the student's datafolio in the binder provided for the RIAA.
Step 9: Submit completed RIAA.

A case study of a third grade student, Christine, who participates in the RIAA, will guide you through these steps.

Case Study: Christine

Step 1: Determine student eligibility for participation in the RIAA.

The IEP team should refer to the revised 2008 Participation Eligibility Criteria established by the Rhode Island Department of Elementary and Secondary Education.

Participation Criteria for the Rhode Island Alternate Assessment System (RIAA)
Revised March 2008

Student Name: _Christine Pupil_ **DOB**___10/26/98_____ **IEP DATE** _05/16/08___

The IEP (Individualized Education Program) team, including the parents /guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be made at every *annual* IEP review. For some children, this determination is that the student will participate in the state assessment with or without accommodations.

If the team determines that the general assessment, i.e., New England Common Assessment Program even with accommodations, may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria, listed below, for alternate assessment. Only those students who meet *all* the criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the state assessment. The team may refer to the NECAP accommodations manual (http://www.ride.ri.gov/assessment/NECAP.aspx.) for further information in this area. IEP teams must document assessment decisions on the IEP form. If a student is not participating in the state general assessment but in the alternate assessment, the reason(s) why must be stated on the student's IEP.

IEP teams should review decisions about students' participation in the state assessment system on a yearly basis. Student participation decisions must be made by September 15th of that school year. This assures that the student participates in the state assessment system and in the most meaningful and appropriate manner. Students who meet the participation criteria for alternate assessment will be assessed in grades 2-8 and 10. It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students. For example, if a student's IEP team meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation is written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained in accordance with the district's retention policy.

To verify that a child should participate in RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision making factors. The IEP team must inform parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards. In addition the IEP team must inform parents of any implications, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

**Participation Criteria for the Rhode Island Alternate Assessment System (RIAA)
Revised March 2008**

PARTICIPATION CRITERIA

YES	CRITERIA	NO	DOCUMENTATION must be provided for each criteria
✓	Student has a disability that significantly impacts cognitive function and adaptive behavior.		*Three year evaluation dated 12/6/07*
✓	The student's instruction is aligned to the RI Alternate Grade Span Expectations, includes academic skills and short-term objectives/ benchmarks.		*Three year evaluation dated 12/6/07*
✓	The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.		*Three year evaluation dated 12/6/07*

TEAM DECISIONS

YES	FACTORS	NO
✓	The decision to administer the RIAA is *not* based solely on the fact that the student has an IEP.	
✓	The decision to administer the RIAA is *not* based solely on the fact that the student's instructional reading level is below grade level expectations.	
✓	The decision to administer the RIAA is *not* based solely on the fact that the student is not expected to perform well on state assessment.	
✓	The decision to administer the RIAA is *not* based on the fact that the student is expected to experience distress under testing conditions.	
✓	The decision to administer the RIAA is *not* based on the fact that the student has excessive or extended absences.	
✓	The decision to administer the RIAA is *not* based on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.

The instructional team may include general education and special education teachers, the school administrator, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, as appropriate. The student's case manager/teacher is responsible for the coordination of the assessment.

The teacher/case manager should fully inform all participants about the alternate assessment. Other professionals responsible for assisting the teacher/case manager in collecting information about the student should be aware of the RIAA requirements.

Christine is a third grade student with a significant cognitive disability who communicates in a variety of ways. Christine speaks using a small repertoire of words/phrases, and also communicates using pictures, symbols, and objects to convey meaning. She can complete some work independently, but does need auditory, visual and physical prompts when she experiences difficulty. Christine learns best when her academic skills are embedded in her areas of interest, which include animals and shopping.

Theresa Turner, Christine's special education teacher, involved other instructional team members in the development of Christine's Rhode Island Alternate Assessment datafolio. Christine's IEP team was comprised of Mrs. Turner, the speech and language therapist, a paraprofessional, a third grade general education teacher, and her parents. The IEP team selected the AAGSEs that best matched Christine's skill level and planned activities to match the opportunities already available in Christine's third grade classroom. Mrs. Turner developed the data collection system, and shared teaching and other data collection responsibilities with other trained team members.

Step 3: Determine the student's grade level and identify the required strands and SPTs in each content area.

Prior to collecting evidence for the RIAA, the IEP team should refer to the student's IEP to identify his/her grade level. Students should not be assigned a grade that is more than two years below or above the typical grade of their chronological peers, or be assigned a grade, which is outside of the grade range of students in the school where he or she is being instructed. IEP teams should refer to the district's retention/promotion policies when making grade changes. In addition, the team must assure that the grade designation matches with the school and district's official assessment roster used for testing purposes.   It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students. For example, if a student's IEP team meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation is written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained by a district's retention policy.

The student's grade level will determine which content strands and SPTs will be included in the student's assessment. See the Assessment Blueprint on page 26.

Christine is a third grader. The first required Reading Content Strand for third graders is Word Identification Skills and Strategies/Vocabulary Strategies and Breadth of Vocabulary (WID/V). The first SPT that Christine will be assessed on is from this content strand and is required for the alternate assessment. The second required Reading Content Strand for third graders is Initial Understanding, Analysis and Interpretation of Literary Text (LT). To determine the second SPT, Mrs. Turner reviews the general third grade curriculum with the IEP team in Christine's school; then she selects one of the two SPT choices within that Content Strand.

The first required Mathematics Content Strand for third grade students is Numbers and Operations, which has one required SPT. The second SPT is from the second required Content Strand of Geometry and Measurement and will be selected from 2 SPT choices. See the table of Structured Performance Tasks by Grade on pages 27-29.

Christine's datafolio will consist of 4 SPTs (2 in Reading and 2 in Mathematics). The RIAA planning worksheet was used to organize the contents of her datafolio (page 32).

Rhode Island Alternate Assessment Blueprint

Content Area	Title of Content Strand	Grade(s) Assessed
Mathematics	Numbers and Operations (NO)	2-8 and 10
	Geometry and Measurement (GM)	2-5
	Data, Statistics and Probability (DSP)	6-8
	Functions and Algebra (FA)	10
Reading	Word Identification Skills and Strategies (WID) Vocabulary Strategies and Breadth of Vocabulary (V)	2-8 and 10
	Early Reading Strategies (ER) of Literary Text **OR** Early Reading Strategies (ER) of Informational Text	2
	Initial Understanding, Analysis and Interpretation of Literary Text (LT) **OR** Initial Understanding, Analysis and Interpretation of Informational Text (IT)	3-8 and 10
Writing	Structures of Language (SL) Writing Conventions (WC)	4, 7 and 10
	Response to Literary (LT) or Informational Text (IT)	4
	Narratives (N)	7
	Informational Writing (IW)	10
Science	Inquiry Construct Questioning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) **OR** Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	4
	Inquiry Construct Planning and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) **OR** Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	8
	Inquiry Construct Analyzing and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS) **OR** Inquiry Construct Conducting and Life Science (LS), Earth and Space Science (ESS) and Physical Science (PS)	11

Structured Performance Tasks by Grade

Grade(s)	Content	Content Strand	Structured Performance Tasks
2	Mathematics	NO	**Task 02-1**: The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.
		GM	**Task 02-2:** The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities. -OR- **Task 02-3:** The student will participate in and/or complete an activity within a curriculum unit.
	Reading	WID/V	**Task 02-4:** The student will read/experience text related to self, family, and/or school.
		ER	**Task 02-5:** The student will recognize, utilize and/or read environmental print in informational text. -OR- **Task 02-6:** The student will listen to, and/or read literary texts.
3-5	Mathematics	NO	**Task 35-1:** The student will participate in classroom, school and/or community monetary activities.
		GM	**Task 35-2:** The student will participate in and/or complete an activity within a curriculum unit. -OR- **Task 35-3:** The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities.
	Reading	WID/V	**Task 35-4:** The student will read/experience text related to school and/or community.
		IT	**Task 35-5**: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR-
		LT	**Task 35-6:** The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.
4	Writing	SL/WC	**Task 04-1:** The student will write in response to activities within their school environment.
		LT	**Task 04-2:** The student will develop a writing piece in response to a literary text. -OR- **Task 04-3:** The student will develop a writing piece in response to an informational text.
	Science*	OB/QU	**Inquiry Construct 04-4:** Make and describe observations in order to ask questions, and/or make predictions related to the science investigation. -OR-
		CO	**Inquiry Construct 4-05**: Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data.

Grade(s)	Content	Content Strand	Structured Performance Tasks
6-8	Mathematics	NO	**Task 68-1:** The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.
		DSP	**Task 68-2:** The student will create a hypothesis and test that hypothesis by collecting and presenting data. -OR- **Task 68-3:** The student will interpret given data to make decisions or draw conclusions.
	Reading	WID/V	**Task 68-4:** The student will read/experience text related to community, state, and/or vocational topics.
		LT IT	**Task 68-5:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR- **Task 68-6:** The student will use informational text to gather and interpret information to gain knowledge and expand knowledge on a specific topic.

7	Writing	SL/WC	**Task 07-1:** The student will write in response to activities within their community.
		N	**Task 07-2**: The student will develop narrative writing based in response to literary experiences. -OR- **Task 07-3:** The student will develop narrative writing based on real-life experiences.

8	Science*	PL CO	**Inquiry Construct 08-1:** Identify information/ evidence that needs to be collected and/or tool to be used in order to answer a question and/or check a prediction. -OR- **Inquiry Construct 08-2:** Use data to summarize results.

Grade(s)	Content	Content Strand	Structured Performance Tasks
10	Mathematics	NO	**Task 10-1:** The student will participate in school, community and/or vocational monetary activities.
		FA	**Task 10-2:** The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task. -OR- **Task 10-3:** The student will use mathematical concepts to solve everyday problems.
	Reading	WID/V	**Task 10-4:** The student will read/experience text related to transition to adult life.
		LT	**Task 10-5:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner. -OR-
		IT	**Task 10-6:** The student will use informational text to plan or to follow directions to complete an activity, report, or other product.
	Writing	SL/WC	**Task 10-7:** The student will write as part of transition to adult life.
		IW	**Task 10-8:** The student will write to demonstrate membership in his/her school and community. -OR- **Task 10-9:** The student will write an informational piece related to vocational experiences.

11	Science*	CO	**Inquiry Construct 11-01:** Use accepted methods of organizing, representing and/or manipulating data. -OR- **Inquiry Construct 11-02:** Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis.
		AN	

*The Science Structured Performance Task is always:
"The student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting, and analyzing".

Step 4: Select Alternate Grade Span Expectations (AAGSE) for each Structured Performance Task.

The IEP team should refer to Appendix A for a list of appropriate grade span AAGSEs for each SPT. Two AAGSEs are assessed for each SPT. Students **must** be assessed on different AAGSEs each year. Please refer to the student's individual student reports in their permanent student file to review previous assessment results on identified AAGSEs.

In a change from previous administrations, the IEP team may **not** select two AAGSEs within the same number, for example, LT 4.1 and LT 4.1a or GM 1.1 a and GM 1.1b, for a student's assessment.

> *Now that the IEP team has identified the two SPTs to be assessed in Mathematics and two SPTs in Reading, they will select two different targeted AAGSEs to be assessed in each SPT. This means that Christine will be assessed on 4 AAGSEs in Mathematics and 4 AAGSEs in Reading for a total of 8 AAGSEs. The IEP team reviewed the targeted AAGSEs listed on each SPT and selected AAGSEs that aligned with her IEP goals.*
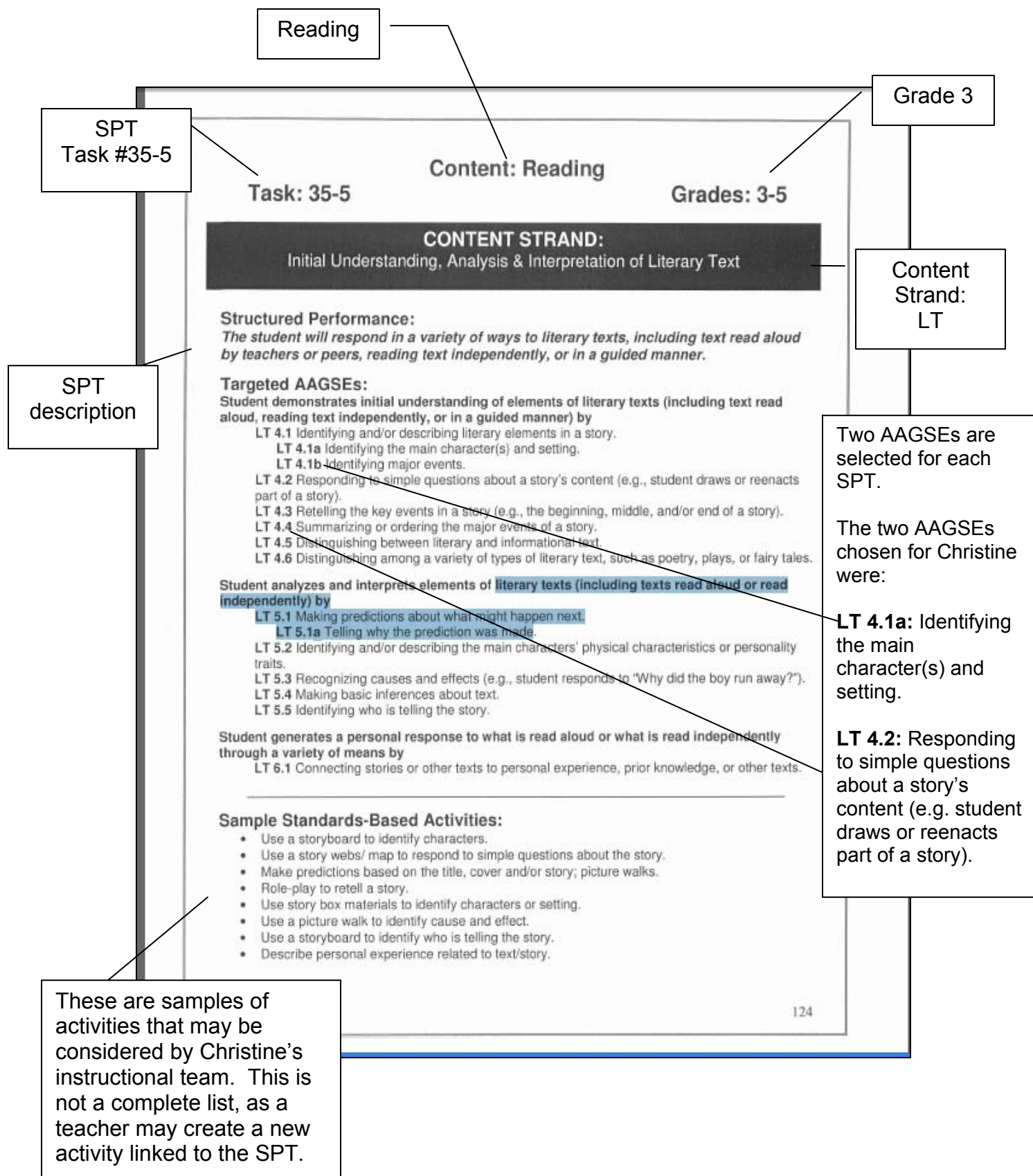>
> *In Mathematics, Numbers and Operations, SPT # 35-1, Christine was assessed on AAGSE NO 5.1 "Demonstrate how to make more and less of a quantity" and NO 6. 5, "Identify the larger of two written numbers.*
>
> *On her second Mathematics SPT, Geometry and Measurement, SPT #35-3, Christine was assessed on AAGSE GM 1.1, "Identify, name, classify and sort 2-D shapes," and GM 1.2, "Describe attributes of a 2-D shape."*
>
> *In Reading, Word Identification and Vocabulary, SPT #35-4 Christine was assessed on WID 1.4, "Recognizing most letters in text and in the environment" and V3.5 "Selecting the appropriate word to use in context."*
>
> *Christine's second Reading SPT was Literacy Text. She was assessed on "responding in a variety of ways to a literary text," SPT #35-5. The two AAGSEs used for that entry were AAGSE LT 4.1a, "Identifying and/or describing literary elements in a story" and AAGSE LT 4.2, "Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story)."*

See page 31 for a visual representation of one of Christine's Reading SPTs and AAGSEs and page 32 for the planning sheet, which organizes the contents of Christine's datafolio
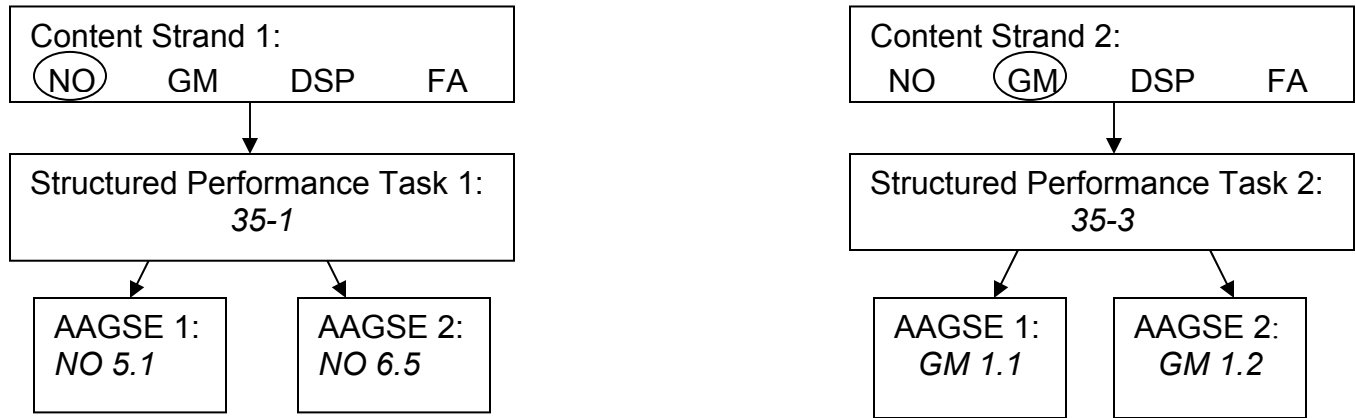
Content: Reading

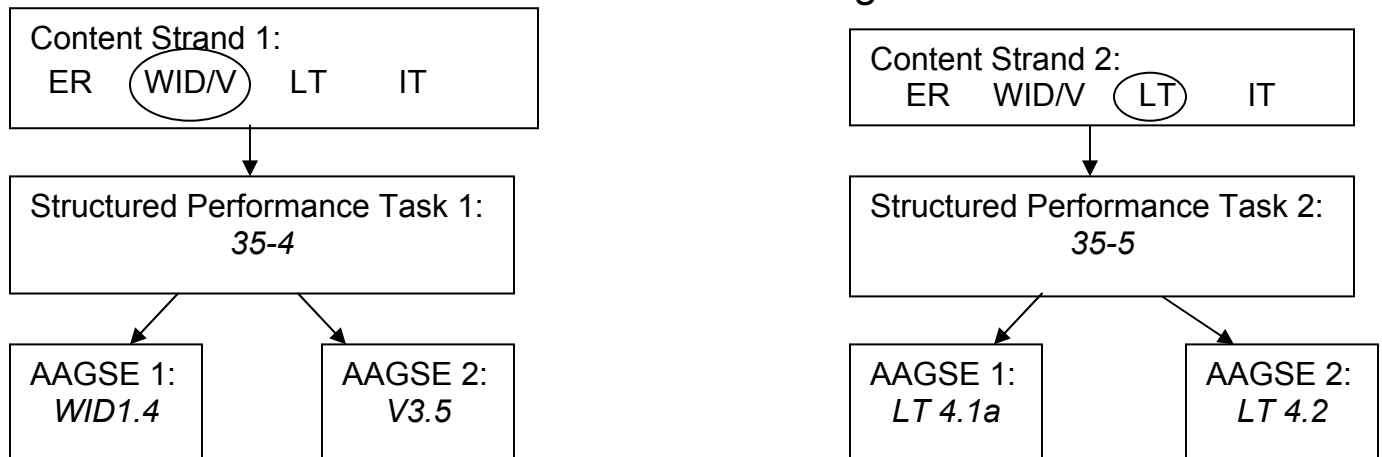**Task: 35-5**   **Grades: 3-5**

CONTENT STRAND:
Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance:
The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

Targeted AAGSEs:
Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by
- LT 4.1 Identifying and/or describing literary elements in a story.
  - LT 4.1a Identifying the main character(s) and setting.
  - LT 4.1b Identifying major events.
- LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).
- LT 4.3 Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).
- LT 4.4 Summarizing or ordering the major events of a story.
- LT 4.5 Distinguishing between literary and informational text.
- LT 4.6 Distinguishing among a variety of types of literary text, such as poetry, plays, or fairy tales.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by
- LT 5.1 Making predictions about what might happen next.
  - LT 5.1a Telling why the prediction was made.
- LT 5.2 Identifying and/or describing the main characters' physical characteristics or personality traits.
- LT 5.3 Recognizing causes and effects (e.g., student responds to "Why did the boy run away?").
- LT 5.4 Making basic inferences about text.
- LT 5.5 Identifying who is telling the story.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by
- LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.

Sample Standards-Based Activities:
- Use a storyboard to identify characters.
- Use a story webs/ map to respond to simple questions about the story.
- Make predictions based on the title, cover and/or story; picture walks.
- Role-play to retell a story.
- Use story box materials to identify characters or setting.
- Use a picture walk to identify cause and effect.
- Use a storyboard to identify who is telling the story.
- Describe personal experience related to text/story.

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RIAA Planning Worksheet

Student: *Christine*   **Grade:** *3*
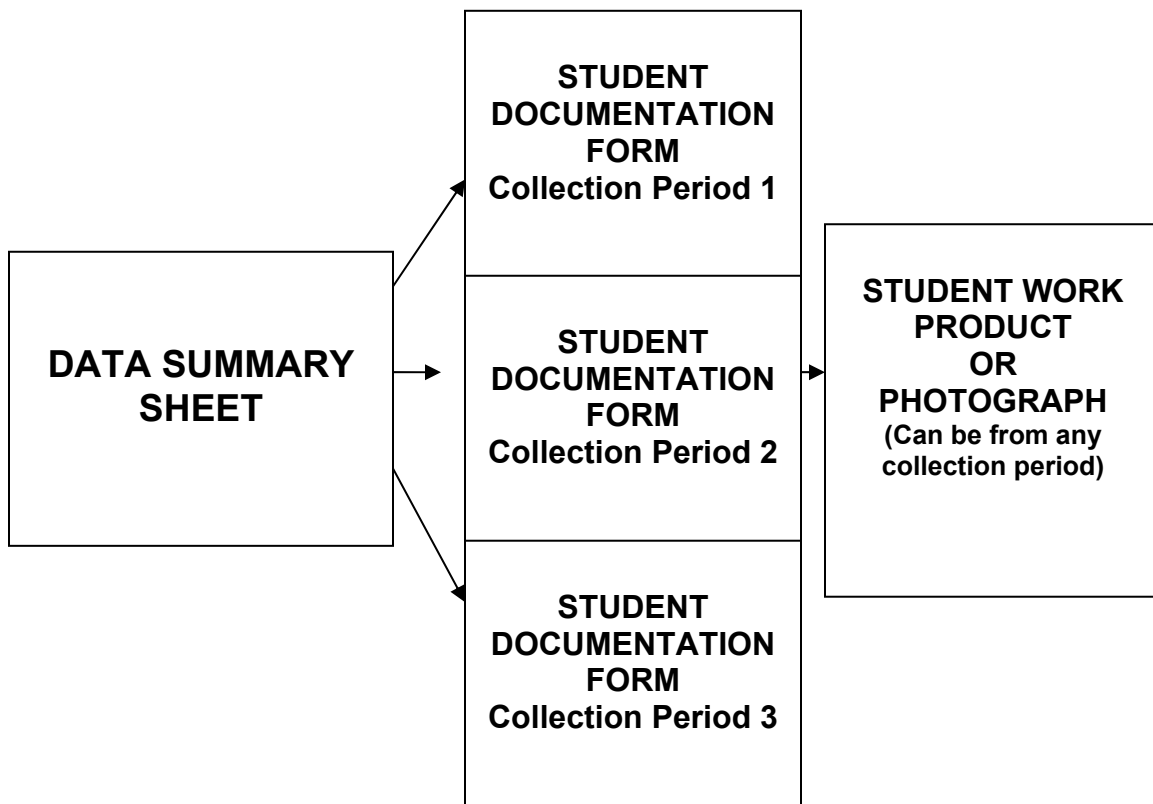
Content: Mathematics

Content Strand 1:
(NO)   GM   DSP   FA

↓

Structured Performance Task 1:
35-1

AAGSE 1:
NO 5.1

AAGSE 2:
NO 6.5

Content Strand 2:
NO   (GM)   DSP   FA

↓

Structured Performance Task 2:
35-3

AAGSE 1:
GM 1.1

AAGSE 2:
GM 1.2

Content: Reading

Content Strand 1:
ER   (WID/V)   LT   IT

↓

Structured Performance Task 1:
35-4

AAGSE 1:
WID1.4

AAGSE 2:
V3.5

Content Strand 2:
ER   WID/V   (LT)   IT

↓

Structured Performance Task 2:
35-5

AAGSE 1:
LT 4.1a

AAGSE 2:
LT 4.2

Content: Writing (Grades 4, 7 & 10 only)

Content Strand 1:
SL/WC   LT   N   IW

↓

Structured Performance Task 1:

AAGSE 1:

AAGSE 2:

Content Strand 2:
SL/WC   LT   N   IW

↓

Structured Performance Task 2:

AAGSE 1:

AAGSE 2:

Step 5: Review the requirements for documentation of the RIAA.

The RIAA requires two forms of documentation for each AAGSE Entry, the Data Summary Sheet and the Student Documentation Form. The diagram below illustrates the requirements for each AAGSE Entry.

AAGSE ENTRY COMPONENTS

Data Summary Sheet

This form is used to evidence the rubric dimensions of Student Progress, Level of Accuracy and Level of Independence (see page 34).

Include the following information on the Data Summary Sheet:

- Student name and grade
- Content area and strand
- Identification and description of SPT
- Identification and description of the AAGSE
- Three data points per collection period

Data Summary Sheet

Student Name: _____   **Grade**: _____

CONTENT: ☐ Mathematics ☐ Reading ☐ Writing	CONTENT STRAND:	Structured Performance Task#____ Description:

AAGSE # _____ Description:

Least to Most Assistance

	Collection Period 1 Oct. 6 – Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb. 6, 2009				Collection Period 3 March 16 – April 9, 2009			
Date												
Data Type	DP/SDF	DP/SDF	DP/SDF		DP/SDF	DP/SDF	DP/SDF		DP/SDF	DP/SDF	DP/SDF	
Accuracy %												
Independence %												
Levels of Assistance				Average				Average				Average
_____ **Prompt %**												
_____ **Prompt %**												
_____ **Prompt %**												
Average % for Collection Period	Accuracy: Independence:				Accuracy: Independence:				Accuracy: Independence:			

Student Documentation Form

This form is used to evidence the rubric dimension of Connection to the Content Strand (see page 36). One Student Documentation Form (SDF) must be submitted for each data collection period, for a total of three SDFs per AAGSE Entry. Each SDF must show a student's application of a distinct standards-based activity. One of the three Student Documentation Forms must have an acceptable piece of student work attached to it.

Acceptable student work that demonstrates a clear connection to the Structured Performance Task and AAGSE are either:

A. An actual student work product <u>completed</u> by the student, <u>graded</u> and <u>initialed</u> by the teacher. Examples may include:
- o worksheets
- o drawings or writings
- o journal entries
- o projects

    OR

B. A photograph of the student participating in the standards-based activity and an explanation of the student's participation (see page 91 for required photograph format).

        ➔ All student work ***must*** have the student's name and date on it.⬅

Student Documentation Form

☐ Check box if Student Product or Photograph is attached.

Student Name:		Grade:	Date:	Data Collection Period: 1___ 2___ 3___
CONTENT: ☐ **Mathematics** ☐ **Reading** ☐ **Writing**	**CONTENT STRAND:**		**Structured Performance Task#:_____** **Description:**	

AAGSE#: _____   Description:

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

How does this activity connect to what students the same age are doing?

Does this connect to bigger events/activities that are happening in the school day/community?

How does this connect to the general curriculum?

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Is the description of how my student participates in the activity clearly defined?

How did the student apply the skill/AAGSE with the context of the SPT?

How does the activity demonstrate the student's learning within an age appropriate standards-based activity?

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Has an explanation, on how the student performed (correct/incorrect), been provided using objective and measurable terms? Example 4/5 = 80%	*Has an explanation, on how the student performed independently been provided using objective and measurable terms? Example 3/5 = 60%*
Level of Accuracy _____%	**Level of Independence _____%**

Teacher's Initials _____

Step 6: Determine the data collection system for collecting documentation of student performance (accuracy and independence).

Once the AAGSEs are selected, appropriate representatives from the IEP team determine how student performance will be documented (see Appendix C for information on data collection and documentation). The team should ask the following questions when planning for data collection:

- What type of accuracy data will be collected? For example:
    a. repeated trials
    b. task analysis
    c. accuracy rates

- What type of independence data will be collected? For example:
    a. What levels of assistance does the student require?
    b. What is the hierarchy of assistance?

- How will the data be collected and organized?

- Who will collect the data?

- When will the data be collected?

- How will data be converted into percentage scores?

This is an example of a data collection system chosen for Christine. This documents her accuracy and independence on responding to simple questions about a story's content. (SPT 35-5, AAGSE LT 4.2).

AAGSE LT 4.2 *Responding to simple questions about a story's content.*	Data Collection #1			Data Collection #2			Data Collection #3		
	11/4	11/10	11/14	1/23	1/30	2/6	3/26	4/3	4/9
Acc.(+/-)/LOP(IAVP)									
Question 1	- A	- A	+ A	- V	- A	+ I	+ I	+ I	+ I
Question 2	- A	+ V	+ A	+ I	- P	- A	- A	+ I	+ I
Question 3	- V	- V	+ I	+ I	- V	+ I	+ I	+ I	+ I
Question 4	- A	+ A	+ A	- A	+ I	+ I	+ I	+ I	+ I
Question 5	- A	+ I	+ I	- V	+ V	+ I	+ I	+ A	+ I
Question 6	- V	+ I	+ A	- V	+ V	- V	- A	+ I	+ I
Question 7	- V	+ I	+ A	- V			+ I	+ I	+ I
Question 8	- V	+ I	+ A				+ I	+ I	+ I
Accuracy	0	75	100	29	50	67	80	100	100
Independence	0	50	25	29	17	67	80	88	100

Level Of Prompt Needed (LOP)
I =   Independent (no prompt needed)
A=   Auditory Prompt
V=   Verbal Prompt
P=   Physical Prompt

Step 7: Collect and record student data for each collection period.

There are three required collection periods for the recording of data on the Data Summary Sheet. Only data collected during the identified collection periods should be included on the data sheets. Each data collection period must include three data points and one Student Documentation Form, only one of which has Student Work attached.

An example of a Data Summary Sheet for Christine is on page 34 and an example of a Student Documentation Form for her is on page 36.

Data Summary Sheet

Student Name: _____Christine_____   **Grade**: _____3_____

CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Initial Understanding, Analysis, & Interpretation of Literary Text (LT)	**Structured Performance Task#__35-5__** **Description:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

AAGSE # _LT_4.2____Description: Responding to simple questions about a story's content (e.g. student draws or reenacts part of a story).

	Collection Period 1 Oct. 6 – Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb.6, 2009				Collection Period 3 March 16 – April 9, 2009			
Date	11/04	11/10	11/14		1/23	1/30	2/6		3/26	4/3	4/9	
Data Type	DP	DP	SDF		DP	DP	SDF		DP	SDF	DP	
Accuracy %	0	75	100		29	50	67		80	100	100	
Independence %	0	50	25		29	17	67		80	88	100	
Levels of Assistance				Average				Average				Average
Auditory Prompt %	50	25	75	50	14	16	16	15	20	12	0	11
** Visual Prompt %**	50	25	0	25	57	50	17	41	0	0	0	0
** Physical Prompt %**	0	0	0	0	0	17	0	6	0	0	0	0
Average % for Collection Period	Accuracy: 58				Accuracy: 49				Accuracy: 93			
	Independence: 25				Independence: 38				Independence: 89			

Least to Most Assistance

Data Type Key: DP= Data Point SDF=Student Documentation Form

Student Documentation Form

☐ Check box if Student Product or Photograph is attached.

Student Name: Christine	Grade: 3	Date: 4/3	Data Collection Period: 1___ 2___ 3_X_

CONTENT: ☐ Mathematics ☑ Reading ☐ Writing	CONTENT STRAND: Initial Understanding, Analysis, & Interpretation of Literary Text (LT)	Structured Performance Task#__35-5__ Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

AAGSE # _LT 4.2_ **Description:** Responding to simple questions about a story's content (e.g. student draws or reenacts part of a story).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Students are learning about community helpers and their specific jobs and skills. The class read the text, *Busy People* together and then answered questions about the content.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Christine responded to several questions about the characters in the book. When shown a picture of a specific character and asked, "What does this character use?" Christine selected the "prop" that matched the job of the character (e.g. thermometer-doctor, fire hat-firefighter).

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Christine answered 8 out of 8 questions correctly for an accuracy level of 100%	Christine answered 7 questions out of 8 without assistance for an independence rate of 88%. She needed an auditory prompt to answer 1 question about the painter.
Level of Accuracy _____100_____%	**Level of Independence** _____88_____%

Teacher's Initials _____TT_____

Step 8: Assemble the student's datafolio in the binder provided for the RIAA.

Once all of the required documentation has been completed, the teacher should assemble the assessment as directed in the Table of Contents Checklist on pages 59-75.

The **Table of Contents Checklist** acts as a guide for the organization of the datafolio.

The **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** allows RIDE or its contractor, Measured Progress, to use the student's datafolio to train educators and parents.

The **Validation Form** provides documentation of the individuals who have reviewed and/or contributed to the RIAA datafolio. Obtain the principal and parent verification signatures prior to submission of the datafolio.

RIAA Datafolio Checklist for Reading, Writing and Mathematics

Please complete this checklist before submitting your student's datafolio.

	√
1. Are all of the required entries in the datafolio?	
2. Are the entries in the order of the Table of Contents Checklist?	
3. Are the Table of Contents Checklist, the FERPA notice and the Validation Form included?	
4. Are the pages of the datafolio numbered?	
5. Are all of the dates on the data summary sheets within the collection period?	
6. Are four AAGSE entries included for each content area?	
7. Does each entry include three data points per collection period?	
8. Does each entry include three (one per collection period) Student Documentation Forms (SDF)?	
9. Does the evaluation of student's performance on the SDF clearly illustrate how the student was evaluated?	
10. Do the percentages for level of independence and levels of assistance (if used) add up to 100% each time?	
11. Do the descriptions on the SDF clearly show application of the AAGSE within the context of the SPT in a standards-based activity? *(Remember the scorer was not in your classroom.)*	
12. Does each entry include one student work product with the student's name and the date it was completed along with an evaluation by the teacher and the teacher's initials?	
13. Did all contributing individuals sign the Validation Form?	
14. Did the principal and parents sign the Validation Form?	

Step 9: Submit completed RIAA.

Instructions for submission of the RIAA will be sent to participating teachers by April 16, 2009.

Note:
UPS pick up date for all RIAA datafolios is May 7, 2009.

_____

CHAPTER FOUR: A Step-by-Step Process for Completing the Science Content Area

This step-by-step guide is designed to assist educators assessing students in Science. Many of the reporting requirements for Science are different from other content areas. Prior to collecting evidence for the RIAA science, the IEP and/or instructional team should carefully review the steps, collection of data, and the manner in which the evidence must be submitted prior to beginning the assessment process. Below is an outline of the steps with more in-depth descriptions on the pages that follow.

Pre-Administration Activities

Step 1: Determine student eligibility for participation in the RIAA.
Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.
Step 3: Select the Inquiry Construct, the order of assessing the Science Domains and Structured Performance Task (SPT).
Step 4: Select an AAGSE in each Science domain for the Knowledge Entry.

Administration Activities

Step 5: Review the requirements for documentation of Science.
Step 6: Determine the data collection system for collecting documentation of student performance (accuracy and independence).
Step 7: Collect and record student data for each collection period.
- Complete the Data Summary Sheet of each Entry for each collection period.
- Complete a Student Documentation Form for each collection period; include one piece of student work for each Entry.
- Check calculations for accuracy.

Post-Administration Activities

Step 8: Assemble the student's Science assessment in the datafolio binder provided for the RIAA.
Step 9: Submit completed RIAA.

Pre-Administration Activities

Step 1: Determine student eligibility for participation in the Science RIAA.

See Chapter Three for further details regarding student eligibility and grades assessed.

Step 2: Determine the composition of the instructional team who will assess the student and fully inform all participants about the alternate assessment.

See Chapter Three for further details.

Step 3: Select the Inquiry Construct and the order of assessing the Science domains.

The RIAA Science assessment uses a Structured Performance Task to measure an Inquiry Construct <u>and</u> AAGSE for each science domain. The Inquiry Constructs to be assessed differ by grade. Teachers select one of two Inquiry Constructs to assess at grades 4, 8, or 11.

Use the chart on the following page to identify the Inquiry Construct choices available at each grade.

Science Inquiry Constructs

Grade	Observing/ Questioning	Planning	Conducting	Analyzing
4	Make and describe observations in order to ask questions, and/or make predictions related to the science investigation.		Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	
8		Identify information/ evidence that needs to be collected and/or tool to be used in order to answer a question and/or check a prediction.	Use data to summarize results.	
11			Use accepted methods of organizing, representing and/or manipulating data.	Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis.

Step 4: Select an AAGSE in each of the three Science domains, i.e., Life Science, Earth Space Science and Physical Science for the Knowledge Entry.

See Appendix A for Inquiry Constructs, AAGSE lists and ideas for science investigation.

Two sample Science planning worksheets follow. These worksheets identify the Inquiry Construct, the Science domain and the AAGSEs. The worksheets allow for further planning of the overall science investigation, the specific concept being assessed and an explanation of how the student's ability on the concept will be evaluated.

RIAA Science Planning Worksheet

Inquiry Construct Entry

Inquiry Construct:
Q   P   C   A

Science Domain:
LS   ESS   PS

Inquiry Construct:

AAGSE:

Science Investigation Description:

Inquiry Construct Application Description:

Student Evaluation of Inquiry Construct:

Knowledge Entry

Science Domain:
LS   **ESS**   **PS**

AAGSE:

Science Investigation Description:

AAGSE Application Description:

Student Evaluation of AAGSE:

Administration Activities

Step 5: Review the requirements for documentation of the Science.

The Science portion of the RIAA requires two forms of documentation, the Data Summary Sheets and the Student Documentation Forms for each entry. The diagram below illustrates the requirements for the total Science content area.
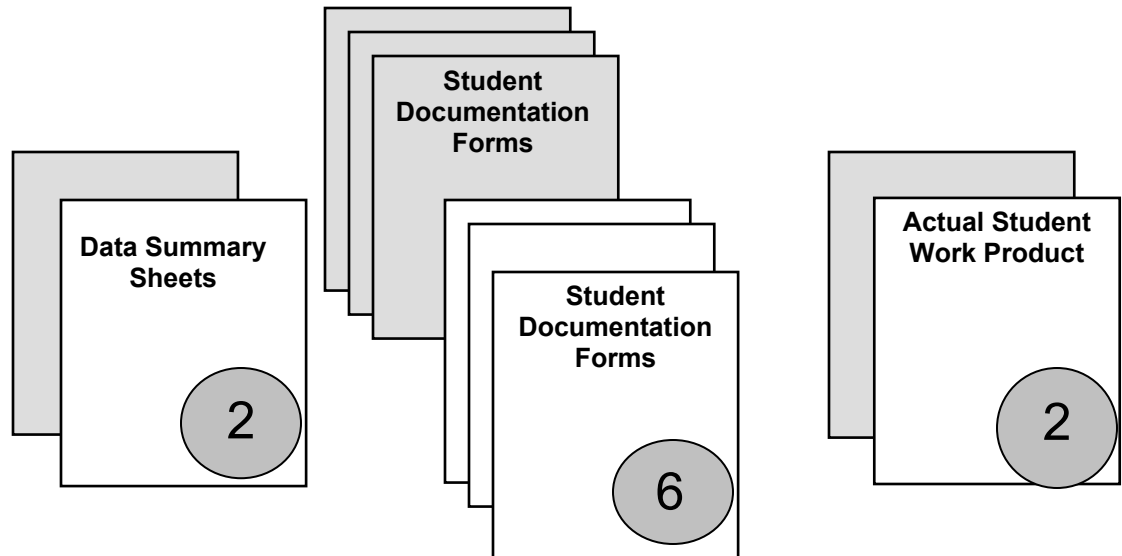
Step 6: Determine the data collection system for collecting documentation of student performance (accuracy and independence).

Once the AAGSEs are selected the instructional team will determine how student performance will be documented. The team should ask the following questions when planning for data collection:

- What type of accuracy data will be collected? For example:
    a. repeated trials
    b. task analysis
    c. accuracy rates
- What type of independence data will be collected? For example:
    a. What levels of assistance does the student require?
    b. What is the hierarchy of assistance?
- How will the data be collected and organized?
- Who will collect the data?
- When will the data be collected?
- How will data be converted into percentage scores?

Step 7: Collect and record student data for the collection period.

There are three required data collection periods for Science. Each collection period must assess a different domain of science, for example, the first collection period might assess Life Science, the second collection period Earth Space Science and the third collection period Physical Science. Educators may select the order of assessment but *each* of the three domains must be assessed for one collection period in grades 4, 8, and 11 and documented on the data collection forms.

Only data collected during the identified collection periods should be included on the data sheets. Each data collection period must include three data points and one Student Documentation Form, only one of which has Student Work attached.

For science, complete
- 1 Data Summary Sheet (DSS) for the Inquiry Construct within the Knowledge AAGSE and 1 Data Summary Sheet for the Knowledge AAGSE alone; and
- 3 SDFs for the Inquiry Construct within the Knowledge AAGSE and 3 SDFs for the Knowledge AAGSE alone and include one piece of student work for each Entry.

See Chapter 5 for all of the required documentation and forms.

An example of a Science Data Summary Sheet is on page 87 and an example of a Student Documentation Form is on page 89.

Step 8: Assemble the student's Science assessment in the binder provided for the RIAA.

Once all of the required documentation has been completed, the teacher should assemble the assessment as directed in the Table of Contents Checklist on pages 59-75.

If students are in grades 4 or 8, only one copy of the Table of Contents Checklist, Notice Under the Family Educational Rights and Privacy Act 1974 and Validation Form (FERPA) is required.

The **Table of Contents Checklist** acts as a guide for the organization of the evidence.

The **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** allows RIDE or its contractor, Measured Progress, to use the student's work to train educators and parents.

The **Validation Form** provides documentation of the individuals who have reviewed and/or contributed to the datafolio. To document that both the parent/guardian and

principal have been informed of the student's progress throughout the year, obtain the principal and parent verification signatures prior to submission of the datafolio.

RIAA Datafolio Checklist for Science

Please complete this checklist before submitting your student's Science datafolio.

	√
1. Are all of the required entries in the binder?	
2. Are the entries in the order of the Table of Contents Checklist?	
3. Are the Table of Contents Checklist, the FERPA notice and the Validation Form included?	
4. Are the pages of the datafolio numbered?	
5. Are all of the dates on the data summary sheets within the collection period?	
6. Are two entries included for each student?	
7. Does each entry include three data points per collection period?	
8. Does each entry include three (one per collection period) Student Documentation Forms (SDF)?	
9. Does the evaluation of student's performance on the SDF clearly illustrate how the student was evaluated?	
10. Do the percentages for level of independence and levels of assistance (if used) add up to 100% each time?	
11. Do the descriptions on the SDF clearly show application of the AAGSE within the context of the SPT in a standards-based science investigation? *(Remember the scorer was not in your classroom.)*	
12. Does each entry include one student work product with the student's name and the date it was completed along with an evaluation by the teacher and the teacher's initials?	
13. Did all contributing individuals sign the Validation Form?	
14. Did the principal and parents sign the Validation Form?	

Step 9: Submit completed Science.

Instructions and return materials for submission of the RIAA Science datafolios will be sent to participating teachers by April 16, 2009.

Note:
> **UPS pick up date for all RIAA datafolios is May 7, 2009.**

CHAPTER FIVE: Datafolio Components and Forms

This chapter describes the required components that must be placed in a completed Rhode Island Alternate Assessment datafolio and provides all of the required forms.

Grades 2, 3, 5, and 6 students are assessed on 2 SPTs and 4 AAGSEs in each content area – Reading and Mathematics. There are four entries for Reading and four entries for Mathematics for a total of **eight** entries per datafolio for these grades.

Grade 4 students are assessed on 2 SPTs and 4 AAGSEs in Reading, Mathematics and Writing and 1 SPT, 1 Inquiry Construct, and 3 AAGSEs in Science. There are four entries for Reading, four entries for Mathematics; four entries for Writing, and two entries (Inquiry and Knowledge) for Science for a total of **fourteen** entries per datafolio for this grade.

Grades 7 and **10** students are assessed on 2 SPTs and 4 AAGSEs in each content area – Reading, Mathematics and Writing There are four entries for Reading, four entries for Mathematics and four entries for Writing for a total of **twelve** entries per datafolio for these grades.

Grade 8 students are assessed on 2 SPTs and 4 AAGSEs in Reading and Mathematics and 1 SPT, 1 Inquiry Construct, and 3 AAGSEs in Science. There are four entries for Reading, four entries for Mathematics, and two entries for Science (Inquiry and Knowledge) for a total of **ten** entries per datafolio for this grade.

Grade 11 students are assessed on 1 SPT, 1 Inquiry Construct, and 3 AAGSEs in Science. There are two entries (Inquiry and Knowledge) for Science for a total of **two** entries per datafolio for this grade.

The required components of a completed datafolio **for Mathematics, Reading and Writing** are:

- a **Table of Contents Checklist** that acts as a guide for the organization of the datafolio.

- a **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** that allows RIDE or its contractor, Measured Progress, to use the student's datafolio to train educators and parents.

- a **Validation Form** that provides documentation of the individuals who have reviewed and/or contributed to the RIAA datafolio. To document that both the parent/guardian and principal have been informed of the student's progress throughout the year, obtain the principal and parent verification signatures prior to submission of the datafolio.

- AAGSE Entry Forms

    - One **Data Summary Sheet** (DSS) must be used for each AAGSE Entry documented within the assessed Content Strand. All three collection periods must be reflected on the DSS.

    - Three **Student Documentation Forms (SDF)** must be submitted for each AAGSE Entry. One SDF is required for each collection period. Each SDF should include a description of the student's application of the AAGSE in a distinct standards-based activity.

        One of the three SDF must have one piece of **Student Work** attached. Acceptable student work that demonstrates a clear connection to the Structured Performance Task and AAGSE are:

        a. An actual student work product <u>completed</u> by the student, <u>graded</u> and <u>initialed</u> by the teacher. Examples include
            - worksheets
            - drawings or writings
            - journal entries
            - projects

        b. A photograph of the student participating in the standards-based activity and an explanation of the student's participation (see page 86 for required photograph format).

        → All student work *must* have the student's name and date on it.←

A diagram that illustrates a complete content area entry for Mathematics, Reading, and Writing is on page 57.

Most of the required components of a completed datafolio for Science are the same as for the other content area. If students are in grades 4 or 8, only one copy of the Table of Contents Checklist, Notice Under the Family Educational Rights and Privacy Act 1974 and Validation Form (FERPA) is required.

Students in grades 4, 8 and 11 are assessed on 1 SPT, 1 Inquiry Construct and 3 AAGSEs within a Knowledge Entry. There are a total of two entries for Science which will assess each of the Science domains in one of the three collection periods.

The required components for the **Science** are:

- a **Table of Contents Checklist** that acts as a guide for the organization of the evidence.

- a **Notice Under the Family Educational Rights and Privacy Act 1974 (FERPA)** that allows RIDE or its contractor, Measured Progress, to use the student's Science to train educators and parents.

- a **Validation Form** that provides documentation of the individuals who have reviewed and/or contributed to Science. To document that both the parent/guardian and principal have been informed of the student's progress throughout the year, obtain the principal and parent verification signatures prior to submission of the datafolio.

- **Entry Forms**

    o One **Data Summary Sheet** (DSS) must be used for each Entry. There are separate entry forms for the Inquiry Construct and the Knowledge Entry.

    These forms are used to evidence the rubric dimensions of Connection to the Strand, Student Progress, Level of Accuracy and Level of Independence.

    Include the following information on the Data Summary Sheet:

    - Student name and grade
    - Science Domain
    - Description of SPT
    - Identification and description of the Inquiry Construct (only on Inquiry Construct DSS)
    - Identification and description of the AAGSE
    - Three data points for each collection period

    o Three **Student Documentation Forms (SDF)** must be submitted for each Entry. Each SDF should include a description of the student's application of the AAGSE and the Inquiry Construct in a distinct standards-based science investigation.

    The one SDF in each entry must include one piece of **Student Work** from any of the three domains. Acceptable student work that demonstrates a clear
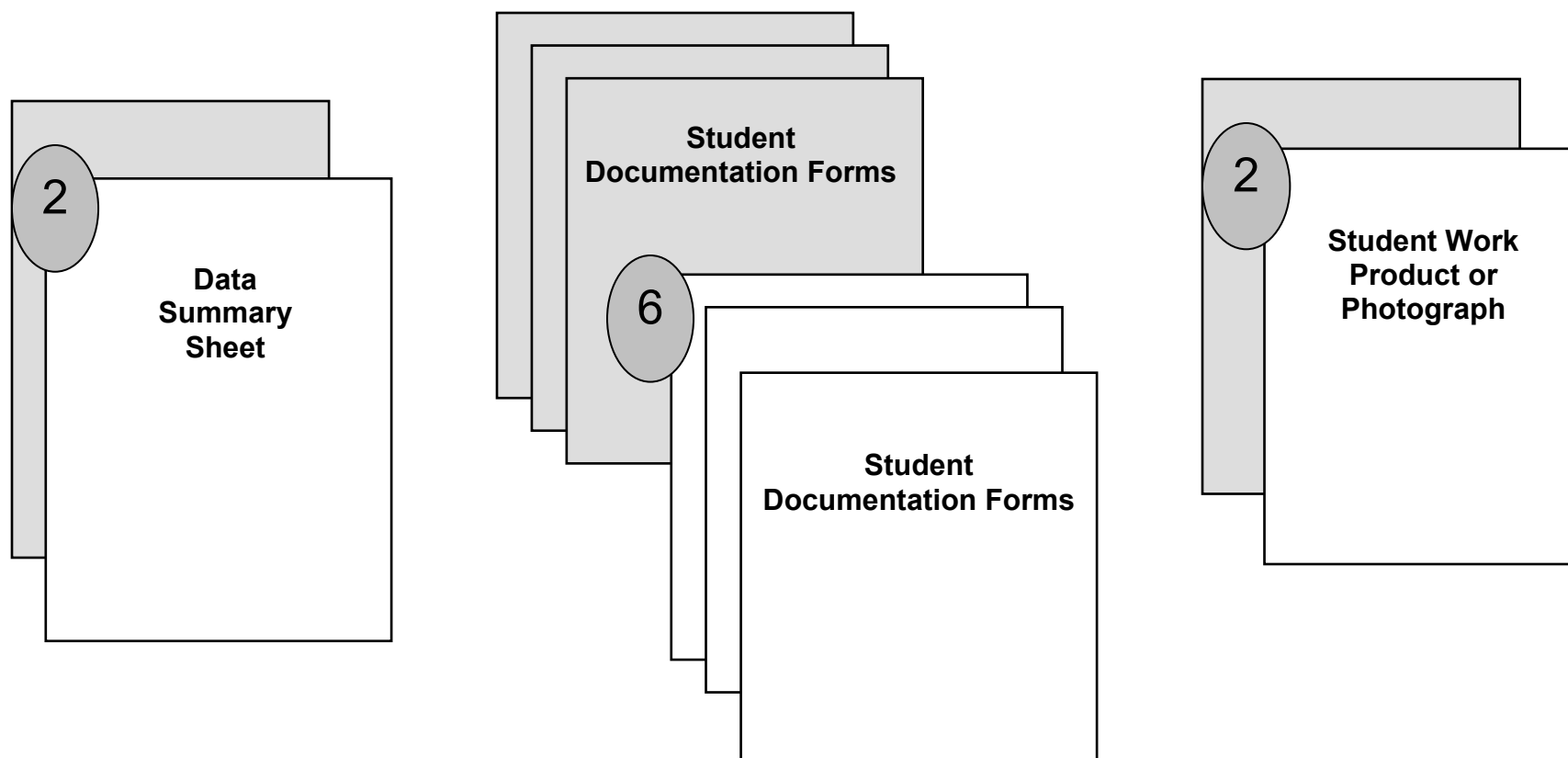
connection to the Structured Performance Task and AAGSE /Inquiry Construct is:

a. An actual student work product must be <u>completed</u> by the student, <u>graded</u> and <u>initialed</u> by the teacher. Examples include
- recording sheets
- lab reports
- science journal entries
- drawings or writings of observations

b. A photograph of the student applying the concept in a standards-based science investigation and an explanation of the student's participation in the investigation (see page 91 for required photograph format).

→ All student work **must** have the student's name and date on it.←

A diagram that illustrates a complete content area entry for Science is on page 58.

Complete Content Area Entry for Mathematics, Reading and Writing:
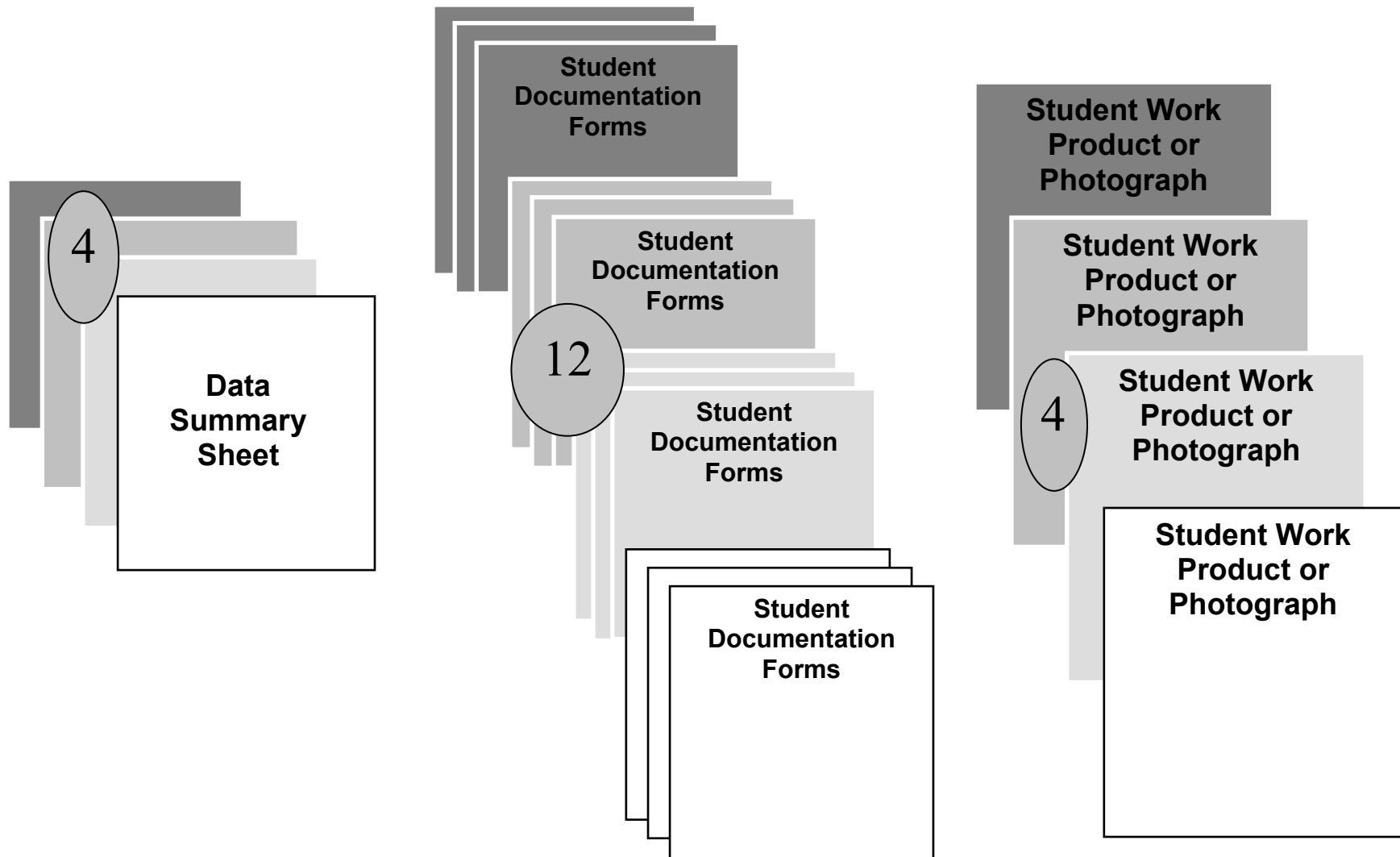
4 — Data Summary Sheet

12 — Student Documentation Forms

4 — Student Work Product or Photograph

Complete Content Area Entry for Science:

2 Data Summary Sheet

Student Documentation Forms

6 Student Documentation Forms

2 Student Work Product or Photograph

Student: _____ Grade:_____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 2

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Early Reading Strategies

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Student: _____ Grade: _____ School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 3

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Student: _____ Grade:_____School: _____

<u>Table of Contents Checklist</u>
(Organize datafolio in the following manner)
Grade 4

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Writing Strand: Structures of Language/Writing Conventions

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Writing Strand: Response to Literary or Informational Text

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Science Entry 1: Inquiry

Inquiry Construct: (circle one)

  Observing/Questioning   Conducting

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Science Entry 2: Knowledge

☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Student: _____ Grade: _____ School: _____

<u>Table of Contents Checklist</u>
(Organize datafolio in the following manner)
Grade 5

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Mathematics Strand: Geometry and Measurement

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Student: _____ Grade:_____ School: _____

<u>Table of Contents Checklist</u>
(Organize datafolio in the following manner)
Grade 6

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Mathematics Strand: Data, Statistics & Probability

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Student: _____ Grade:_____School:_____

<u>Table of Contents Checklist</u>
(Organize datafolio in the following manner)
Grade 7

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Mathematics Strand: Data, Statistics & Probability

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Writing Strand: Structures of Language/Writing Conventions

Structured Performance Task 1/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 1/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Writing Strand: Narratives

Structured Performance Task 2/AAGSE 1
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Structured Performance Task 2/AAGSE 2
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Student: _____ Grade:_____ School: _____

<u>Table of Contents Checklist</u>
(Organize datafolio in the following manner)
Grade 8

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Mathematics Strand: Data, Statistics & Probability

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Science Entry 1: Inquiry	**Science Entry 2: Knowledge**
Inquiry Construct: (circle one)	☐ Data Summary Sheet
Planning Conducting	☐ Collection Period 1 Student Documentation Form
☐ Data Summary Sheet	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Student Product or Photograph
☐ Collection Period 3 Student Documentation Form	
☐ Student Product or Photograph	

Student: _____ Grade:_____School: _____

Table of Contents Checklist
(Organize datafolio in the following manner)
Grade 10

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Mathematics Strand: Numbers and Operations

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Mathematics Strand: Functions & Algebra

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Word Identification Skills/Vocabulary

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text
OR
Initial Understanding, Analysis, and Interpretation of Informational Text

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Writing Strand: Structures of Language/Writing Conventions

Structured Performance Task 1/AAGSE 1	**Structured Performance Task 1/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Writing Strand: Informational Writing

Structured Performance Task 2/AAGSE 1	**Structured Performance Task 2/AAGSE 2**
☐ Data Summary Sheet	☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form	☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form	☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form	☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph	☐ Student Product or Photograph

Student: _____ Grade:_____ School: _____

Table of Contents Checklist
(Organize evidence in the following manner)
Grade 11

☐ Validation Form
☐ Notice Under the Family Educational Rights and Privacy Act of 1974

Science Entry 1: Inquiry
Inquiry Construct: (circle one)
Analyzing   Conducting
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Science Entry 2: Knowledge
☐ Data Summary Sheet
☐ Collection Period 1 Student Documentation Form
☐ Collection Period 2 Student Documentation Form
☐ Collection Period 3 Student Documentation Form
☐ Student Product or Photograph

Notice Under the Family Educational
Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or person identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment datafolio might be used by our state testing contractor, **Measured Progress**, to train educators and parents to compile and/or score alternate assessment datafolios. If you give your consent, please sign the form below on the line indicated for your signature.

CONSENT

I, _____(please print), am the parent

or legal guardian of_____. (please print)

I hereby give my consent to the _____school   the Rhode Island Department of Elementary and Secondary Education, and Measured Progress, to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment datafolio (including written documentation and pictures) to educators and parents to train them to compile and/or score an Alternate Assessment datafolio. I understand that in the event that my child's assessment datafolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names removed from documents, and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment datafolio may be included in teacher training manuals, and other similar materials produced for this year's training and future training programs.

_____
Signature of Parent/Guardian   Date

_____
Signature of Student, if over 18 years of age   Date

Aviso concerniente a la ley de 1974 referente a los derechos de educación a la familia y la privacidad, tal como fue enmendada.

Estimado padre de familia o guardián:

La ley federal protege para que no se dé a conocer la información que se encuentra en un expediente educativo (o la información personal que se menciona a continuación y con la que se pueda identificar al propietario de la misma) el cual esté bajo el control de los distritos escolares o sus representantes sin antes obtener el permiso escrito para que tal distrito divulgue dicho expediente de educación o información con la que se pueda identificar a una persona. Por medio de la presente solicitamos su autorización para que **Measured Progress,** una firma evaluadora contratada por el estado, pueda utilizar los materiales que se encuentran en el portafolio de Evaluación Alterna en Rhode Island [Rhode Island Alternate Assesment] de su hijo para entrenar a educadores y padres de familia a recopilar y/o evaluar otros portafolios de evaluación. Si usted accede a otorgarnos su permiso, por favor firme en el espacio indicado a continuación.

AUTORIZACIÓN

Yo, _____ (por favor escriba en letra de molde)
soy el

padre/madre o guardián asignado de _____
                                                    (por favor escriba en letra de molde)
y por medio de la presente autorizo al distrito escolar de _____ al
Departamento de Educación Primaria y Secundaria y a Measured Progress, Inc., para que dén a conocer todo material que se encuentre o que esté relacionado al portafolio de Asesoramieno Alterno en Rhode Island de mi hijo (incluyendo documentación por escrito, fotos, cintas auditivas y cintas de video) a educadores y padres de familia para entrenarlos a recopilar y/o evaluar un portafolio de evaluación alterna. Entiendo que en caso de que el portafolio de mi hijo sea seleccionado con el propósito de usarse en el entrenamiento, se tomarán las medidas necesarias para evitar que se dé a conocer la información por medio de la cual se le pueda identificar; por ejemplo: se eliminarán los nombres de todos los documentos, las caras se borrarán de las fotos, etc. También entiendo que de ser seleccionado, los materiales del portafolio de evaluación de mi hijo pudieran incluirse en manuales de entrenamiento para maestros y en otro tipo de materiales parecidos para el entrenamiento a llevarse a cabo este año y en futuros programas de entrenamiento.

_____
Firma del padre de familia/Guardián   Fecha

_____
Firma del estudiante, si es mayor de 18 años   Fecha

Student: _____   Grade: _____

Validation Form

This form provides documentation of the individuals who have reviewed and/or contributed to this RIAA datafolio. Please have each individual initial to indicate that the information is correct. To document that both the parent/guardian and principal have been informed of the student's progress throughout the year, obtain the principal and parent verification signatures prior to submission of the datafolio.

Name:_____ Position: _____

Contribution to the datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the datafolio: _____

_____ Initials: _____

Name:_____ Position: _____

Contribution to the datafolio: _____

_____ Initials: _____

Please obtain principal's and parent's signature prior to submission.

_____

Principal Signature   Date

_____

Parent Signature   Date

RIAA Planning Worksheets

Student: **Grade:**

Content: Mathematics

Content Strand 1:
   NO   GM   DSP   FA
	Content Strand 2:
	   NO GM DSP FA

Structured Performance Task 1:

Structured Performance Task 2:

AAGSE 1:	AAGSE 2:	AAGSE 1:	AAGSE 2:

Content: Reading

Content Strand 1:
   ER   WID/V   LT   IT
	Content Strand 2:
	   ER WID/V LT IT

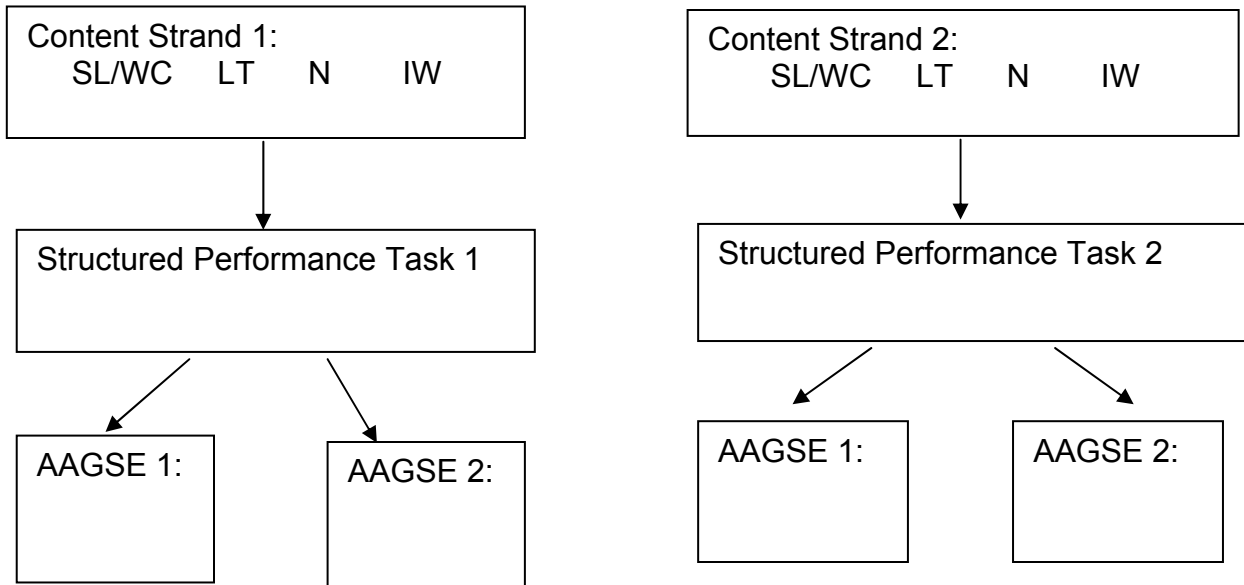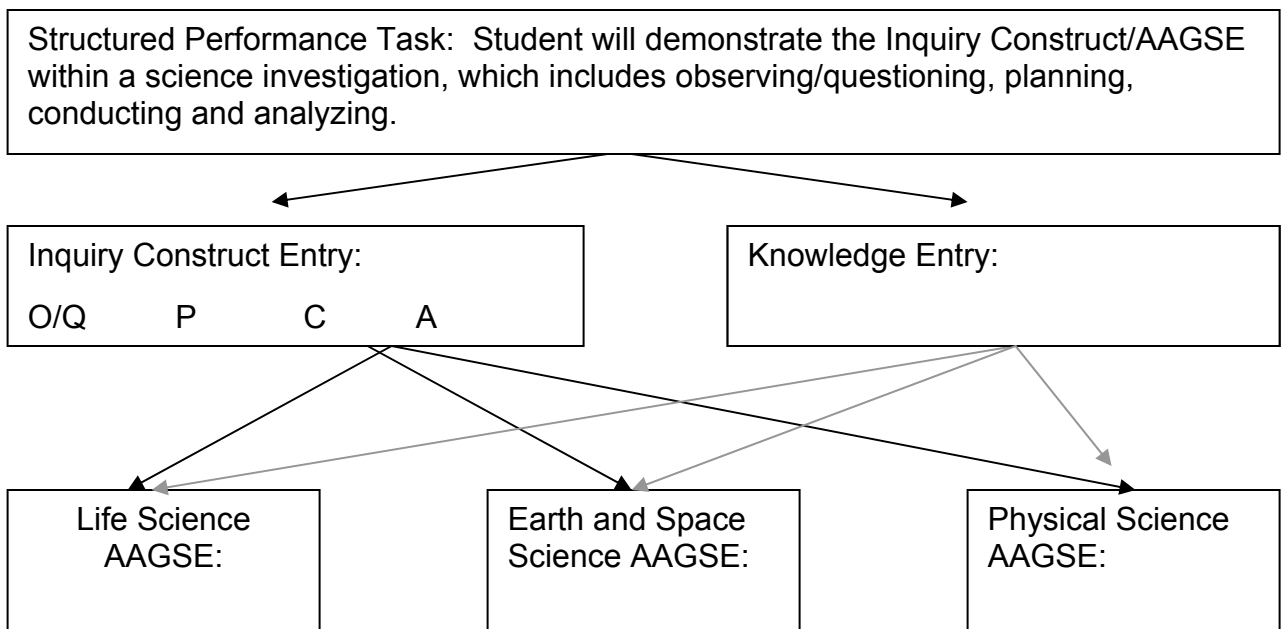Structured Performance Task 1

Structured Performance Task 2

AAGSE 1:	AAGSE 2:	AAGSE 1:	AAGSE 2:

Content: Writing: (Grades 4, 7 & 10 only)

Content Strand 1: SL/WC LT N IW	Content Strand 2: SL/WC LT N IW
↓	↓
Structured Performance Task 1	**Structured Performance Task 2**
AAGSE 1: AAGSE 2:	AAGSE 1: AAGSE 2:

Content: Science: (Grades 4, 8 & 11 only)

Structured Performance Task: Student will demonstrate the Inquiry Construct/AAGSE within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Inquiry Construct Entry: O/Q P C A	Knowledge Entry:

Life Science AAGSE:	Earth and Space Science AAGSE:	Physical Science AAGSE:

Data Summary Sheet for Mathematics, Reading, and Writing

Student: _____   **Grade**: _____

Content: ☐ Mathematics	Content Strand:	Structured Performance Task#_____ Description:							
☐ Reading								
☐ Writing								

AAGSE # _____   **Description:**

	Collection Period 1 Oct. 6 – Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb. 6, 2009				Collection Period 3 March 16 – April 9, 2009			
Date												
Data Type												
Accuracy %												
Independence %												
Levels of Assistance				Average				Average				Average
_____ **Prompt %**												
_____ **Prompt %**												
_____ **Prompt %**												
Average % for Collection Period	Accuracy:				Accuracy:				Accuracy:			
	Independence:				Independence:				Independence:			

Least to Most Assistance

Data Type Key: DP= Data Point   SDF=Student Documentation Form

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation form is attached.

Student Name:		Grade:	Date:	Data Collection Period: 1___ 2___ 3___
Content: ☐ **Mathematics** ☐ **Reading** ☐ **Writing**	**Content Strand:**		**Structured Performance Task#:_____** **Description:**	

AAGSE#: _____   **Description:**
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:
Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Level of Accuracy _____%	**Level of Independence _____%**

Teacher's Initials _____

Data Summary Sheet for Science
Inquiry Construct

Student: _____   **Grade**: _____

Science	**Structured Performance Task #** _____ **Description:**	**Inquiry Construct Description:**

	Domain: **AAGSE#**_____ **Description:**	**Domain:** **AAGSE#**____ **Description:**	**Domain:** **AAGSE#**____ **Description:**

	Collection Period 1 **Oct. 6 – Nov. 14, 2008**				**Collection Period 2** **Jan. 12 – Feb. 6, 2009**				**Collection Period 3** **March 16 – April 9, 2009**			
Date												
Data Type												
Accuracy %												
Independence %												
Levels of Assistance				Average				Average				Average
_____ **Prompt %**												
_____ **Prompt %**												
_____ **Prompt %**												
Average % for Collection Period	Accuracy: Independence:				Accuracy: Independence:				Accuracy: Independence:			

Least to Most Assistance

Data Type Key: DP= Data Point   SDF=Student Documentation Form

Data Summary Sheet for Science
Knowledge Entry

Student: _____   **Grade**: _____

Science	**Structured Performance Task # :_____** **Description:**		**Inquiry Construct:**

	Domain: **AAGSE # _____** **Description:**	**Domain:** **AAGSE # _____** **Description:**	**Domain:** **AAGSE # _____** **Description:**
	Collection Period 1 **Oct. 6 – Nov. 14, 2008**	**Collection Period 2** **Jan. 12 – Feb. 6, 2009**	**Collection Period 3** **March 16 – April 9, 2009**
Date			
Data Type			
Accuracy %			
Independence %			
Average % for Collection Period	Accuracy: Independence:	Accuracy: Independence:	Accuracy: Independence:

Average % across all three collection periods	Accuracy:
	Independence:

Data Type Key: DP= Data Point   SDF=Student Documentation Form

Student Documentation Form for Science
Inquiry Construct

☐ Check box if Student Product or Photograph Evidence Documentation form is attached.

Student Name:	Grade:	Date:	Data Collection Period: 1___ 2___ 3___

Science Domain: LS ESS PS Structured Performance Task (SPT)# : Description:	Inquiry Construct Description: WITHIN AAGSE # _____ Description:

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Describe the student's application of the assessed Inquiry Construct within the science investigation:

<table>
<tr><td colspan="2" align="center">Evaluation of Student's Performance</td></tr>
<tr><td>Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined.</td><td>Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined.</td></tr>
<tr><td>Level of Accuracy_____%</td><td>Level of Independence _____%</td></tr>
</table>

Teacher Initials _____

Student Documentation Form for Science
Knowledge Entry

☐ Check box if Student Product or Photograph Evidence Documentation form is attached.

Student Name:	Grade:	Date:	Data Collection Period: 1___ 2___ 3___

Science Domain: LS ESS PS Structured Performance Task #: _____ Description:	AAGSE # _____ Description:

Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:

Describe the student's application of the assessed AAGSE within the SPT/science investigation:

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Level of Accuracy_____%	Level of Independence _____%

Teacher Initials _____

RIAA Photograph Evidence Documentation

Place photograph here.

Explain the student's participation in applying the AAGSE or Science Inquiry Construct:

_____

_____

_____

_____

_____

Student Name: _____**Date:**_____

SPT # _____   **AAGSE: _____**

Teacher's Initials: _____

CHAPTER SIX: Scoring Rubrics

The scoring rubrics are a guide used to determine student performance on four criteria. The criteria are connection to Content Strand, Student Progress, Level of Accuracy, and Level of Independence. These criteria are used to determine a student's score for each content area in a student's datafolio.

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand for Mathematics, Reading, and Writing	There is insufficient evidence of a connection to the AAGSE.	There is evidence of a connection to the AAGSE but no application of the AAGSE in a distinct standards-based activity connected to the SPT.	There is evidence of connection of the AAGSE and applying the AAGSE in 1 distinct standards-based activity connected to the SPT, in 1 out of 3 collection periods.	There is evidence of connection of the AAGSE to the SPT and applying the AAGSE in 2 distinct standards-based activities connected to the SPT, in 2 out of 3 collection periods.	There is evidence of connection of the AAGSE to the SPT and applying the AAGSE in 3 distinct standards-based activities connected to the SPT, in all 3 collection periods.

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand for Science	There is insufficient evidence of a connection to the AAGSE/ Inquiry Construct.	There is evidence of a connection to the AAGSE /Inquiry Construct but no application of the AAGSE/ Inquiry Construct in a distinct standards-based science investigation connected to the SPT.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 1 distinct standards-based science investigation connected to the SPT, in 1 out of 3 collection periods.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 2 distinct standards-based science investigations connected to the SPT, in 2 out of 3 collection periods.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE /Inquiry Construct in 3 distinct standards-based science investigations connected to the SPT, in all 3 collection periods.

Dimension	0 points	4 points	8 points
Student Progress	No progress across any data collection periods.	Progress shown across 2 data collection periods.	Progress shown across 3 data collection periods.

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Accuracy	Entry contains insufficient information to determine a score OR 0% accuracy	Student performance of skills based on AAGSE demonstrates a minimal understanding of concepts. 1-25% accuracy	Student performance of skills based on AAGSE demonstrates a limited understanding of concepts. 26-50% accuracy	Student performance of skills based on AAGSE demonstrates some understanding of concepts. 51-75% accuracy	Student performance of skills based on AAGSE demonstrates a high level understanding of concepts. 76-100% accuracy
Level of Independence	Entry contains insufficient information to determine a score OR 0% independence	Student utilizes extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts. 1-25% independence	Student utilizes frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts. 26-50% independence	Student utilizes some verbal, visual, and/or physical assistance to demonstrate skills and concepts. 51-75% independence	Student utilizes minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts. 76-100% independence

Connection to Content Strand

Does the student work described in the Student Documentation Forms connect to the AAGSEs and does the student work show application of the AAGSEs in distinct standards-based activities connected to the Structured Performance Tasks (SPT)?

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand for Mathematics, Reading, and Writing	There is insufficient evidence of a connection to the AAGSE.	There is evidence of a connection to the AAGSE but no application of the AAGSE in a distinct standards-based activity connected to the SPT.	There is evidence of connection of the AAGSE and applying the AAGSE in 1 distinct standards-based activity connected to the SPT, 1 out of 3 collection periods.	There is evidence of connection of the AAGSE to the SPT and applying the AAGSE in 2 distinct standards-based activities connected to the SPT, 2 out of 3 collection periods.	There is evidence of connection of the AAGSE to the SPT and applying the AAGSE in 3 distinct standards-based activities connected to the SPT, 3 out of 3 collection periods.

Dimension	0 points	2 points	4 points	6 points	8 points
Connection to Content Strand for Science	There is insufficient evidence of a connection to the AAGSE/ Inquiry Construct.	There is evidence of a connection to the AAGSE /Inquiry Construct but no application of the AAGSE/ Inquiry Construct in a distinct standards-based science investigation connected to the SPT.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 1 distinct standards-based science investigation connected to the SPT, 1 out of 3 collection periods.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE/ Inquiry Construct in 2 distinct standards-based science investigations connected to the SPT, 2 out of 3 collection periods.	There is evidence of connection to the AAGSE/ Inquiry Construct and applying the AAGSE /Inquiry Construct in 3 distinct standards-based science investigations connected to the SPT, in 3 out of 3 collection periods.

Each level of this rubric dimension is scored in the following manner with additional requirements for science in parentheses:

8 points - The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry) and application of the AAGSE in three distinct standards-based activities connected to the SPT per collection period.

6 points - The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry) and application of the AAGSE in two distinct standards-based activities connected to the SPT in two out of three collection periods.

4 points - The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry) and application of the AAGSE in one distinct standards-based activity connected to the SPT in one out of three collection periods.

2 points - The student work included for the AAGSE Entry provides evidence of the connection to the AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry) and no application of the AAGSE in standards-based activities connected to the SPT.

0 points - Insufficient information was given. There was no student work included for the Entry **or** the student work submitted was not connected to the correct AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry).

In the rubric dimension Connection to Content Strands, standards-based activities must show evidence of instruction toward the application of the AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry).

In addition, though entries may evidence the AAGSE (AAGSE in the Knowledge Entry/ Inquiry Construct in the Inquiry Construct Entry), student scores will be lower, if student work does not show application of the academic skill in a distinct standards-based activity connected to the SPT.

Student Progress

Is progress shown on the chosen AAGSE across each data collection period?

Dimension	0 points	4 points	8 points
Student Progress	No progress shown across any data collection periods.	Progress shown across 2 data collection periods.	Progress shown across 3 data collection periods.

Each level of this rubric dimension is scored in the following manner:

8 – Progress has been documented across each of the three data collection periods.

4 – Progress has been documented across two out of the three data collection periods.

0 points - Insufficient information was given to determine student progress.

Progress is defined as growth that can be demonstrated across the collection periods.

- Student Progress is documented by an increase in Accuracy, Independence and/or a change in Levels of Assistance between data collection periods.

- Progress is shown between data collection periods 1 & 2 and 2 & 3.

In Science, student progress can only be assessed in the Inquiry Construct. It is not possible to assess student progress in the Knowledge Entry because different AAGSEs and different science domains are assessed each collection period.

Level of Accuracy

How accurate is the student's performance on the AAGSE?

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Accuracy	Entry contains insufficient information to determine a score OR 0% accuracy.	Student performance of skills based on AAGSE demonstrates a minimal understanding of concepts. 1-25% accuracy	Student performance of skills based on AAGSE demonstrates a limited understanding of concepts. 26-50% accuracy	Student performance of skills based on AAGSE demonstrates some understanding of concepts. 51-75% accuracy	Student performance of skills based on AAGSE demonstrates a high level understanding of concepts. 76-100% accuracy

Each level of this rubric dimension is scored in the following manner:

4 - The Data Summary Sheet (DSS) indicates the student provided an accurate answer or response by the third collection period **76-100%** of the time.

3 - The DSS indicates the student provided an accurate answer or response by the third collection period **51-75%** of the time.

2 - The DSS indicates the student provided an accurate answer or response by the third collection period **26-50%** of the time.

1 - The DSS indicates the student provided an accurate answer or response by the third collection period **1-25%** of the time.

0 points - Insufficient information was given, the DSS was incomplete, or student achieved 0% accuracy.

Points to Remember

- Each collection period must have three data points as indicated on the DSS.
- All data must be reported as a percentage score on the DSS. (See Appendix C for information on converting different types of data into percentages).
- The student's Level of Accuracy is determined from the 3rd collection period for Mathematics, Reading, and Writing.
- The student's Level of Accuracy is determined from the 3rd collection period for the Inquiry Construct Entry of Science and is an average of the three collection periods for the Knowledge Entry of Science.

Level of Independence

How independent is the student's performance on the AAGSE?

Dimension	0 points	1 point	2 points	3 points	4 points
Level of Independence	Entry contains insufficient information to determine a score OR 0% independence	Student requires extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts. 1-25% independence	Student requires frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts. 26-50% independence	Student requires some verbal, visual, and/or physical assistance to demonstrate skills and concepts. 51-75% independence	Student requires minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts. 76-100% independence

Each level of this rubric dimension is scored in the following manner:

4 - The Data Summary Sheet (DSS) indicates the student demonstrates skills and concepts independently by the third collection period **76-100%** of the time. The student required minimal (0-24% of the time) cueing, prompting, or assistance.

3 - The DSS indicates the student demonstrates skills and concepts independently by the third collection period **51-75%** of the time. The student required some (25-49% of the time) cueing, prompting, or assistance.

2 - The DSS indicates the student demonstrates skills and concepts independently by the third collection period **26-50%** of the time The student required frequent (50-74% of the time) cueing, prompting, or assistance.

1 - The DSS indicates the student demonstrates skills and concepts independently by the third collection period **1-25%** of the time. The student required extensive (75-100% of the time) cueing, prompting, or assistance.

0 points - Insufficient information was given, the DSS was incomplete, or student achieved 0% independence.

Points to Remember
- Each collection period must have three data points as indicated on the DSS.
- All data must be reported as a percentage score on the DSS. (See Appendix C for information on converting different types of data into percentages).
- The student's Level of Independence is determined from the 3rd collection period for Mathematics, Reading, and Writing.
- The student's Level of Independence is determined from the 3rd collection period for the Inquiry Construct Entry of Science and is an average of the three collection periods for the Knowledge Entry of Science.

CHAPTER SEVEN: Eligibility and Registration

Frequently Asked Questions

1. *Who should take the RIAA?*

   The RIAA is administered to eligible students in grades 2-8, 10, and 11; see page 2 in this manual for specific content areas assessed. The IEP (Individualized Education Plan) team, including the parents /guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be made at every *annual* IEP review. This determination should be made prior to September 15th to be consistent with the NECAP timeline and to ensure ample time to be included in the RIAA registration process. This decision is based on the eligibility criteria outlined in Criteria for Participation in the Rhode Island Alternate Assessment System (RIAA). It is not based solely on the cognitive ability of the student and therefore IQ score alone should not be the basis for decision. IEP teams need to consider all of the criteria for eligibility. In addition, eligibility is not based on the placement of students in self-contained classrooms. A copy of the criteria for participation is located on page 105 of the RIAA manual and the RIDE website at: http://www.ride.ri.gov/assessment/Altassessment.aspx.

2. *Does documentation of eligibility for the RIAA on a student's IEP automatically register the student for the RIAA?*

   No, the registration process is separate from the IEP process. At the IEP meeting, the IEP team discusses the eligibility criteria and the implications of participation in the alternate assessment. If the IEP team determines that the student is eligible for the RIAA, they must document their decision in the IEP and place the completed Criteria for Participation in RIAA in the student's permanent school record with the IEP. See question 4 for information on the registration process.

3. *How do I determine if a student is in the correct grade to be assessed? What happens if he/she is in a grade level for more than one year?*

   Students who qualify for the RIAA should be assessed in the same year that their same age peers are being assessed. The IEP team should use the district's policy regarding retention/advancement as guidance in conjunction with students' identified needs to determine grade designation. Students should not be assigned to a grade which is more than two years below typical grade peers, by chronological age, or be designated in a grade that is outside of the grade range of the school in which he/she is being instructed.

   If a student is in a grade level for more than one year, careful consideration should be given to ensure this child is not more that two years below typical grade peers, by chronological age, or be designated in a grade that is outside of the grade range of the school in which he/she is being instructed. When this occurs a long term transition plan should be developed for this student to more closely align his/her age and grade. In addition, if a student is retained in a grade that is assessed by the RIAA, that student must be assessed at that grade a second time.

4. *How does a district register students for the RIAA?*

   Districts register students electronically during two specific time periods, one in the fall and one in the winter. Registration information and sample student registrations forms are sent to district

testing coordinators and outplacement administrators approximately two weeks prior to the beginning of each registration period. This information is also available on the RIDE website at: www.ride.ri.gov/assessment/Altassessment.aspx.

5. *What happens if a student takes the New England Common Assessment Program (NECAP) assessment and then is identified as eligible for the RIAA?*

If a student takes NECAP in October and later in the year is identified as being eligible for the RIAA, his/her NECAP assessment is counted as the student's state assessment for that academic year.

Depending on the time of year that the RIAA eligibility is determined, one of two additional steps needs to occur.

a. If the student is found eligible after the initial RIAA registration period in the fall, begin the assessment and register the student during the second registration window, which occurs prior to the beginning of the second collection period. The student's alternate assessment will count for next year's state assessment.

b. If the student is identified after the first day of the second collection period, that student will not be able to participate in the RIAA that year. Notification must be sent to RIDE on behalf of the student to request that the student not be required to participate in the NECAP assessments the following fall. Requests, signed by the superintendent, special education director, and principal should be sent to Cynthia Corbridge, Office of Assessment and Accountability, and should explain the extenuating circumstances for the student's recent RIAA eligibility, including date of entry to the school and date of the most recent IEP meeting. Districts and schools will receive a written response to their request(s).

6. *When do I need to complete a Removal from Registration form?*

A RIAA Request for Removal of Student Registration form needs to be completed when a student is removed from the alternate assessment after the close of the second RIAA student registration window. This typically occurs when a student moves out of state or when an IEP team determines that a student is not eligible for the RIAA. This completed form must be signed by the superintendent, special education director, and principal and sent to Cynthia Corbridge, Office of Assessment and Accountability. The form can be found on page 107 of this manual and on the RIDE website at www.ride.ri.gov/assessment/Altassessment.aspx.

The IEP team must document on the student's IEP the change in the type of state assessment. In addition, the district data manager should be notified of the change so that appropriate revisions can be made to the district's eRIDE information system. Districts and schools will receive a written response to their request(s).

7. *If a student who is eligible for RIAA is publicly placed in a private special education school who is responsible for registering the student and completing the assessment?*

The private special education school is responsible for registering the student and the classroom teacher in that school is responsible for completing the assessment.

8. *What happens if a student is newly identified as eligible for the RIAA during the academic year?*

a. If the student is found eligible after the initial RIAA registration in the fall, begin the assessment and register the student during the second registration window, which is just prior to the second data collection period.

b. If the student is identified after the first day of the second collection period, that student will not be able to participate in the RIAA that year. Notification must be sent to RIDE on behalf of the student to request that the student not be required to participate in the NECAP assessments the following fall. Requests, signed by the superintendent, special education director, and principal should be sent to Cynthia Corbridge, Office of Assessment and Accountability, and should explain the extenuating circumstances for the student's recent RIAA eligibility, including the date of entry to school and date of the most recent IEP team meeting.

The RIAA is a growth model that has three distinct collection periods tied into the scoring rubric. Students, who enter the RIAA after the beginning of the second collection period, might be unfairly penalized because they may not be able to demonstrate student progress throughout the year. For this reason, after first day of the second collection period qualifying RIAA students will not be enrolled in the RIAA until the next academic year.

9. *What happens if a student who has already been participating in the RIAA moves into the district or school in the middle of the school year?*

   a. If the student arrives before the end of final registration period for RIAA, continue the student assessment and register the student according to the online registration procedures.
   b. Make sure all student records have been sent, including the student's binder for his/her datafolio and any data that has been collected.
   c. If the student's previous teacher was using the web based Profile, contact the teacher and John Cunningham at Measured Progress (cunningham.john@measuredprogress.org or 1-866-834-8880) to have the file transferred.
   d. If the student arrives after the final RIAA registration, complete a Request for Transfer of Student Registration (Receiving District form) only and send it to Cynthia Corbridge, Office of Assessment and Accountability. Both the sending and receiving schools are asked to complete a form. The forms can be found on pages 109-111 of the RIAA manual and the RIDE website at www.ride.ri.gov/assessment/Altassessment.aspx.

10. *What happens if a student moves into the district from another state and is eligible for the RIAA?*

    a. If a student enrolls prior to the first day of the second collection period and his/her eligibility has been established by an IEP team in the new school, begin the assessment and register the student according to the online registration procedures.
    b. If the student enrolls after the first day of the second collection period, that student will not be able to participate in the RIAA that year. Notification must be sent to RIDE on behalf of the student to request that the student not be required to participate in the NECAP assessments the following fall. Requests, signed by the superintendent, special education director, and principal should be sent to Cynthia Corbridge, Office of Assessment and Accountability, and should explain the extenuating circumstances for the student's recent RIAA eligibility, including the date of entry to school and date of the most recent IEP team meeting.

11. *What do I do if a student in my class registered for the RIAA moves to another district in Rhode Island?*

    a. If a student moves prior to the second collection period, remove the student according to the online registration procedures.

b. If a student moves after the second collection period has begun, complete an RIAA Request for Transfer of Student Registration (Sending School District form) and send it to Cynthia Corbridge, Office of Assessment and Accountability.   Both the sending and receiving schools should complete a transfer form. The forms can be found on pages 109-111 of the RIAA manual and the RIDE website at www.ride.ri.gov/assessment/Altassessment.aspx.

c. Follow the district or out-placement policy for transferring the student's records to the new school, including the student's binder for his/her datafolio and any data that has been collected. If the school has not received the student's binder contact Jane Twombly at Measured Progress (twombly.jane@measuredprogress.org).

12. *What do I do if a student in my class registered for the RIAA moves to another state?*
    a. Complete a RIAA Removal from Registration form and send it to Cynthia Corbridge, Office of Assessment and Accountability. The form can be found on page 107 of this manual and on the RIDE website at www.ride.ri.gov/assessment/Altassessment.aspx.

    b. Follow the district or out-placement policy for transferring the student's datafolio along with the student's other school records.

13. *What do I do with a student's datafolio from the previous year?*
    Schools and districts should maintain the datafolios in a safe and secure place for 30 days after receipt of student score reports. This provides schools and educators with a timeframe to review the student's work from the previous year as well as giving schools and parents an opportunity to evaluate the student's educational program in light of their assessment results.

    Score reports generated by the Alternate Assessment should continue to be maintained as part of the student's permanent record per Topic 27 of the Basic Education Program (BEP).

14. *Who do I contact for more information about the RIAA?*

    Cynthia Corbridge   **Phyllis Lynch**
    Office of Assessment and Accountability   Office for Diverse Learners
    cynthia.corbridge@ride.ri.gov   phyllis.lynch@ride.ri.gov
    401-222-8497   401-222-4693

Participation Criteria for the Rhode Island Alternate Assessment System (RIAA)
Revised March 2008

Student Name_____**DOB**_____**IEP DATE**_____

The IEP (Individualized Education Program) team, including the parents /guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be made at every *annual* IEP review. For some children, this determination is that the student will participate in the state assessment with or without accommodations.

If the team determines that the general assessment, i.e., New England Common Assessment Program even with accommodations, may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria, listed below, for alternate assessment. Only those students who meet *all* the criteria and factors participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the state assessment. The team may refer to the NECAP accommodations manual (http://www.ride.ri.gov/assessment/NECAP.aspx.) for further information in this area. IEP teams must document assessment decisions on the IEP form. If a student is not participating in the state general assessment but in the alternate assessment, the reason(s) why must be stated on the student's IEP.

IEP teams should review decisions about students' participation in the state assessment system on a yearly basis. Student participation decisions must be made by September 15th of that school year. This assures that the student participates in the state assessment system and in the most meaningful and appropriate manner. Students who meet the participation criteria for alternate assessment will be assessed in grades 2-8 and 10. It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students. For example, if a student's IEP team meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation is written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained in accordance with the district's retention policy.

To verify that a child should participate in RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision making factors. The IEP team must inform parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards. In addition the IEP team must inform parents of any implications, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate achievement standards.

PARTICIPATION CRITERIA

YES	CRITERIA	NO	DOCUMENTATION must be provided for each criteria
	Student has a disability that significantly impacts cognitive function and adaptive behavior.		
	The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, includes academic skills and short-term objectives/ benchmarks.		
	The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.		

TEAM DECISIONS

YES	FACTORS	NO
	The decision to administer the RIAA is *not* based solely on the fact that the student has an IEP.	
	The decision to administer the RIAA is *not* based solely on the fact that the student's instructional reading level is below grade level expectations.	
	The decision to administer the RIAA is *not* based solely on the fact that the student is not expected to perform well on state assessment.	
	The decision to administer the RIAA is *not* based on the fact that the student is expected to experience distress under testing conditions.	
	The decision to administer the RIAA is *not* based on the fact that the student has excessive or extended absences.	
	The decision to administer the RIAA is *not* based on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

Rhode Island Alternate Assessment (RIAA)
Request for Removal of Student Registration

This form is to be completed by the school district when a student who is registered for the RIAA is determined to be no longer eligible for the RIAA or a student moves out of state after the close of the second RIAA student registration window. If the student moves within Rhode Island a Request for Transfer of Student Registration should be completed.

Please print:

Student Name _____ **Grade** _____

Date of Birth _____ **SASID** _____
                         mm/dd/yyyy   10 digits

District _____

School _____

Please provide the reason for removal from the RIAA registration. If the reason for removal is because the student is no longer eligible, cite evidence to support this decision. Include the most recent IEP meeting date in the evidence. It the reason for removal is because the student moved out of state, please include the date of the students last day in school.

_____

_____

_____

_____

_____

Principal's Signature _____Date _____

Sp. Education Director's Signature _____Date _____

Superintendent's Signature _____Date _____

Please submit completed form to:
Cynthia Y. Corbridge
Office of Assessment and Accountability
255 Westminster St.
Providence, RI 02903
(email) cynthia.corbridge@ride.ri.gov
(telephone) 401.222.8497 (fax) 401.222.3605

Rhode Island Alternate Assessment (RIAA)
Request for Transfer of Student Registration
Receiving School District

This form is to be completed when a student who is registered in the RIAA transfers from one school to another within Rhode Island after the close of the second RIAA student registration window.

Please print:

Student Name _____ **Grade** _____

Date of Birth _____ **SASID** _____
       mm/dd/yyy   10 digits

Receiving District _____

Receiving School _____

Principal's Signature _____ Date _____

Sp. Education Director's Signature _____ Date _____

Superintendent's Signature _____ Date _____

Student Transfer Effective Date _____

Sending District _____

Sending School _____

Please submit completed form to:
Cynthia Y. Corbridge
Office of Assessment and Accountability
255 Westminster St.
Providence, RI 02903
(email) cynthia.corbridge@ride.ri.gov
(telephone) 401.222.8497 (fax) 401.222.3605

Rhode Island Alternate Assessment (RIAA)
Request for Transfer of Student Registration
Sending School District

This form is to be completed when student who is registered in the RIAA transfers from one school to another within Rhode Island after the close of the second RIAA student registration window.

Please print:

Student Name _____ **Grade** _____

Date of Birth _____ **SASID** _____
mm/dd/yyy   10 digits

Sending District _____

Sending School _____

Principal's Signature _____ Date _____

Sp. Education Director's Signature _____ Date _____

Superintendent's Signature _____ Date _____

Student Transfer Effective Date _____

Receiving District _____

Receiving School _____

Please submit completed form to:
Cynthia Y. Corbridge
Office of Assessment and Accountability
255 Westminster St.
Providence, RI 02903
(email) cynthia.corbridge@ride.ri.gov
(telephone) 401.222.8497
(fax) 401.222.3605

APPENDIX A

Structured Performance Tasks and Targeted AAGSEs

Content: Mathematics

Task: 02-1   **Grade: 2**

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.

Targeted AAGSEs:
Whole numbers: Develop an understanding of cardinal number.
> **NO 1.1** Represent and number small collections (1 to 4 items).
>> **NO 1.1a.** Identify or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).
>
> **NO 1.3** Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

==**Positive Fractional Numbers**==**: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.**
> **NO 3.1** Using concepts of whole units and parts show how parts make a whole (e.g., show how parts of a brownie can make one whole brownie (==area model)==.
>
> **NO 3.2** Show that fractional parts are equal shares or equal-sized portions of a whole unit using ==area models== (e.g., show a fair share of a cookie; fold a piece of paper into two halves).

Use cardinal numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.
> **NO 5.2a** Compare two quantities as same, more, or less, using like items when arranged in the same configuration (==number conservation==).

Demonstrate a conceptual understanding of addition and subtraction of whole numbers by solving problems.
> **NO 7.1** Demonstrate that addition means combining items and subtracting means taking away items.

Sample Standards-Based Activities:
- Prepare treats for class or parent gatherings (e.g., cutting treats into equal parts).
- Plant a classroom garden.
- Plan a class party.
- Organize a class trip in the community.
- Participate in a school cultural night.

Content: Mathematics

Task: 02-2

Grade: 2

Structured Performance Task:
The student will use a calendar, clock, <mark>schedule</mark> and/or map to participate in a variety of school activities.

Targeted AAGSEs:
Determine elapsed and accrued time.

GM 8.1 Develop concept of time, using calendars, clocks, and schedules.

GM 8.1a Describe passage of time using terms such as: "day" and "night"; "morning," afternoon," and "night"; "yesterday," "today" and "tomorrow."

GM 8.1b Using a.m. and p.m., connect the time of day and daily activities or events.

GM 8.2a Use calendars to determine passage of time (e.g., how many more days until…?)

Demonstrate understanding of spatial relationship using location and position.

GM 9.1 Identify or demonstrate relative positions in space.

GM 9.1a Follow positional descriptions such as over, under, near, far, between, left, right, above, below, on, beside, next to, to locate relative positions of objects in space.

GM 9.2 Create and use simple maps.

GM 9.2a Using a map move from one place to another along a defined path (e.g., move from his/her desk to the teacher's desk).

Sample Standards-Based Activities:
- Choose lunch for the week off the lunch schedule.
- Take part in the 100 day count down.
- Use a monthly school activity calendar.
- Write a journal entry that describes events that have happened in the past.
- Make and use a daily schedule.
- Develop or follow a map to participate in activities in different parts of the school.
- Using the book, *Flat Stanley*, map the places that Stanley visited.

Content: Mathematics

Task: 02-3   Grade: 2

Structured Performance Task:
The student will participate in and/or complete an activity within a larger curriculum unit.*

Targeted AAGSEs:
Use properties or <mark>attributes</mark> (angles and sides) of <mark>polygons</mark> to name, sort, classify and describe <mark>polygons.</mark>

    GM 1.1 Identify, name, classify, and sort 2-D shapes.

        GM 1.1a Identify the geometric shapes of rectangles, squares, and triangles.

        GM 1.1b Sort <mark>polygons</mark> by their attributes (e.g. all triangles of different sizes and angles have 3 sides and 3 <mark>vertices</mark> so are grouped together).

    GM 1.2 Describe attributes of a 2-D shape (i.e., sides and angles), (e.g., when the classroom is mapped, the student describes the rectangle symbolizing a table, as having 4 sides).

    GM 1.3 Use 2-D objects to <mark>compose</mark> (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).

Identify, compare, and describe 3-D shapes.

    GM 3.1 Identify, describe, compare, and sort 3-D concrete shapes (e.g., cube, sphere, cone, cylinder).

        GM 3.1a Identify 3-D concrete shapes.

        GM 3.1b Sort 3-D concrete shapes (e.g., sorting cubes from cones).

Use symmetry and transformations.

    GM 4.1 Identify or create shapes that have <mark>line symmetry</mark>.

        GM 4.1a Identify <mark>lines of symmetry</mark> in a shape (e.g., folding in half, using a mirror, etc.)

        GM 4.1b Create 2-D shapes that have <mark>line symmetry</mark>**.**

Demonstrate conceptual understanding of <mark>perimeter</mark> and area.

    GM 6.1 Demonstrate conceptual understanding of <mark>perimeter</mark> of a two-dimensional object.

        GM 6.1a Compare lengths of sides (length, height) of a figure using language (such as "bigger," "smaller," "longer," "shorter," "taller", same etc.)

Demonstrate conceptual understanding of measurable attributes using comparative language.

    GM 7.1 Describe and compare measurable <mark>attributes</mark> of objects.

        GM 7.1a Compare and communicate length, height and weight of objects using language such as "longer/shorter", "taller/shorter" heavier/lighter."

        GM 7.1b Compare and communicate temperature using measurement language such as "warmer/cooler/same."

Sample Standards-Based Activities:
- Create or duplicate patterns using stamps, tactile items, shaving cream, or sand.
- Sort students by student heights for a class picture.

- Describe objects using attributes (e.g., create/describe a "shirt" that is the correct size for each of 3 bears.
- Create holiday decorations (construct a snowman that uses small, smaller, smallest circles).
- Use geo blocks to create a picture to hang on the bulletin board.
- Participate in class science activities (e.g., keeping a daily weather chart, comparing physical characteristics of objects – weights, shapes, etc.)

Curriculum Unit (sometimes called Unit of Study): opportunity for developing and understanding concepts and context through multiple connected lessons.

Content: Reading

Task: 02-4   **Grade: 2**

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<u>REQUIRED</u> CONTENT STRAND:
Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

</div>

Structured Performance:
The student will read/experience text related to self, family, and/or school.

Targeted AAGSEs:
Student applies word identification and/or decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, and words.

    WID 1.1a Identifying pictures, symbols, objects, and words that represent self and others.

    WID 1.1b Identifying pictures, symbols, objects, and words that represent actions and objects.

WID 1.2 Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments).

WID 1.3 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds. *

WID 1.4 Recognizing some letters in text and in the environment. *

WID 1.5 Identifying the primary sounds represented by some letters (sound-symbol correspondence).*

WID 1.6 Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., decodable) one- or two-syllable words. *

WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal and classroom experiences.*

* To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or verbal) to predict meaning.

V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).

V 3.2 Using vocabulary to identify objects and events, (e.g. student applies his/her vocabulary in school environments).

V 3.4 Organizing vocabulary.

    V 3.4a Organizing vocabulary by category.

V 3.4b Organizing vocabulary by feature.

Sample Standards-Based Activities:

- Use word walls to assist with reading vocabulary related to school/community.
- Use pocket charts to categorize vocabulary.
- Label things in the room.
- Identify personal identification information (e.g., finding name on attendance chart).
- Read names/tasks on classroom helper list.
- Read holiday words on a seasonal card.
- Identify community helpers.
- Identify animals for zoo study.
- Create, read, and/or use a personal dictionary.

Content: Reading

Task: 02-5   **Grade: 2**

Structured Performance:
The student will recognize, utilize and/or read environmental print* in <u>informational texts</u>.

Targeted AAGSEs:
ER 9. Demonstrate <mark>phonemic awareness</mark> and applies phonological knowledge and skills by
> **ER 9.1** Discriminating among the sounds of language.
> **ER 9.2** Isolating <mark>phonemes</mark> in spoken syllables and single-syllable words (e.g., "Tell me the first sound in "mop." "Tell me the last sound in "mop." "Tell me the middle sound in "mop."),
> **ER 9.5** Recognizing pairs of rhyming words.

ER 10.Demonstrate awareness of concepts of print during shared and individual reading by
> **ER 10.1** Distinguishing between letters and words, pictures symbols,(e.g. Mayer-Johnson, punctuation marks) and objects.
> **ER 10.3** Identifying key parts of a word (e.g., "Point to the beginning of the word." "Point to the end of the word".) .
> **ER 10.4** Identifying key parts of a book.
> **ER 10.5** Recognizing basic punctuation marks and their usage.
>> **ER 10.5a** Identifying periods and question marks in texts.
> **ER 10.6** Demonstrating a one-to-one matching of spoken words to words in print.

Student demonstrates initial understanding of <mark>informational texts</mark> (expository and practical texts by
> **IT 7.3** Using explicitly stated information to answer literal questions.

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Sample Standards-Based Activities:
- Read label on material bins to return activity materials.
- Read posted word wall words to check the spelling of their own written work.
- Read a menu, zoo map, or signs to participate in an activity.
- Read a classroom schedule to move from one activity to another.
- Read center choices and select one.
-

*Environmental Print: Printed material that surrounds the student in the classroom and other settings.

Content: Reading

Task: 02-6　　　　　　　　　　　　　　　　　Grade: 2

Structured Performance:
The student will listen to and/or read <mark>literary texts</mark>.

Targeted AAGSEs:
Demonstrate <mark>phonemic awareness</mark> and applies phonological knowledge and skills by

ER 9.1 Discriminating among the sounds of language.

ER 9.2 Isolating <mark>phonemes</mark> in spoken syllables and single-syllable words (e.g., "Tell me the first sound in "mop." " Tell me the last sound in "mop." "Tell me the middle sound in "mop.").

ER 9.5 Recognizing pairs of rhyming words.

Demonstrate awareness of concepts of print during shared and individual reading by

ER 10.1 Distinguishing between letters and words, pictures, symbols (e.g., Mayer-Johnson, punctuation marks) and objects.

ER 10.3 Identifying parts of a word. (e.g., "Point to the beginning of the word. "Point to the end of the word".).

ER 10.4 Identifying key parts of a book.

ER 10.5 Recognizing basic punctuation marks and their usage.

　ER 10.5a identifying periods and question marks in texts.

ER 10.6 Demonstrating a one-to-one matching of spoken words to words in print.

Student demonstrates initial understanding of elements of <mark>literary texts</mark> (including text read aloud, reading text independently, or in a guided manner) by

LT. 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

_____

Sample Standards-Based Activities:
- Read poem/song charts during morning group.
- Locate and return magazines based on symbols and pictures.
- Manipulate literary materials appropriately (e.g. buddy reading, following teacher modeling).
- Listen to audio books to match words/pictures to spoken language (1 to 1 correspondence).
- Identify key words during the morning message.
- Read directions to participate in an activity.

Content: Mathematics

Task: 35-1   Grades: 3-5

Structured Performance Task:
 The student will participate in classroom, school and/or community monetary activities.

Targeted AAGSEs:
Whole numbers: Develop an understanding of cardinal number.
> **NO 1.1** Represent and number small collections (1 to 4 items).
>> **NO 1.1a.** Identify or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).
> **NO 1.3** Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).
>> **NO 1.3a** Count by ones forward from a number other than one (e.g., 7.8…).
> **NO 1.5** Skip count by 2s, 5s, and 10s (may use a hundreds chart).

Positive Fractional Numbers: Use decimals and percents to represent a part to whole relationship.
> **NO 4.1** Distinguish between decimal notations (e.g., 0.35), percents (e.g., 35%), and other numbers (e.g., 35).
> **NO 4.2** Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as $0.10; or $1.17 = $1.00 and 17 pennies out of 100.

Use numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.
> **NO 5.1** Demonstrate how to make more and less of a quantity (e.g., add objects to make more or subtract objects to make less).

Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.
> **NO 6.5** Identify the larger of two written numbers.

Identify coin and/or bill value.
> **NO 11.1** Identify the value of coins: penny as 1¢, nickel as 5 pennies or 5¢, dime as 10 pennies or 10¢, a quarter as 25 pennies or 25¢.

Count and add a collection of coins and/or bills.
> **NO 12.1** Find possible combinations of coins to equal 25¢ and 50¢.
> **NO 12.2** Add like and unlike coin collections together to dollar and cents notation.
>> **NO 12.2a** Add like coins together to match coin combinations to dollar and cents notation.
>> **NO 12.2b** Add unlike coins together to match coin combinations to dollar and cents notation.

Demonstrate fluency with basic addition and subtraction combinations (up to 10) regardless of strategy used.

NO 13.2 Use <mark>semi-concrete materials</mark> (hundreds' chart, number line) to show more or less than the original number.

NO 13.3 Use <mark>concrete or semi-concrete</mark> materials for addition and subtraction of number combinations (1-10).

Fluently adds and subtracts two digit multiples of ten.

NO 15.1 Use <mark>concrete and semi-concrete materials</mark> to show addition or subtraction with two digit multiples of ten.

NO 15.1a Use <mark>concrete</mark> to show addition or subtraction with two digit multiples of ten.

_____

Sample Standards-Based Activities:

- Prepare bake sale menu prices.
- Choose products for fund raising.
- Participate in yearbook sales.
- Take part in field trips to community stores to make purchases.
- Assist in a book fair/book orders.
- Sell school store items.

Content: Mathematics

Task: 35-2   Grades: 3-5

Structured Performance Task:
The student will use a calendar, clock, schedule and/or map to participate in a variety of school activities.

Targeted AAGSEs:
Determine elapsed and accrued time.

GM 8.1 Develop concept of time, using calendars, clocks, and schedules.

GM 8.1a Describe passage of time using terms such as: "day" and "night"; "morning," afternoon," and "night"; "yesterday," "today" and "tomorrow."

GM 8.1b Using a.m. and p.m., connect the time of day and daily activities or events.

GM8.1c Identify what comes next using a calendar (e.g., using a monthly school calendar).

GM8.1d Distinguish between time units (e.g., minutes, hours, days, and years).

GM 8.2a Use calendars to determine passage of time (e.g., how many more days until…?).

GM8.2b Use clocks to measure and communicate time to the nearest hour and half hour (e.g., a student correctly identifies the time as 1:00 pm by looking at an analog or digital clock).

GM 8.2c Use timers and clocks to measure and communicate the duration of time (e.g., a student uses a stopwatch to measure the amount of time it takes to walk around the school).

Demonstrate understanding of spatial relationship using location and position.

GM 9.1 Identify or demonstrate relative positions in space.

G.M. 9.1a Follow positional descriptions such as, over, under, near, far, between, left, right, above, below, on, beside, next to, to locate relative positions of objects in space.

GM 9.1b Use positional descriptions to identify location of objects in space.

GM 9.2 Create and use simple maps.

GM9.2a Using a map move from one place to another along a defined path (e.g., move from his/her desk to the teacher's desk).

GM 9.2b Use navigation concepts, such as left, right, forward, backward, tactile, localizing and tracking to move along a path.

Sample Standards-Based Activities:
- Plan a day's event.
- Maintain a homework assignment schedule.
- Use the lunch schedule to plan lunch purchases for the week.
- Write a journal entry that covers a period of time.
- Keep a daily agenda/planner.
- Identify key components on a community or state map.
- Communicate directions with a map.
- Draw a map for a treasure hunt.
- Be a tour guide for new students to the school.

Content: Mathematics

Task: 35-3   Grades: 3-5

Structured Performance Task:
The student will participate in and/or complete an activity within a larger academic curriculum unit*.

Targeted AAGSEs:
Use properties or <mark>attributes</mark> (angles and sides) of <mark>polygons</mark> to name, sort, classify and describe <mark>polygons.</mark>

> **GM 1.1** Identify, name, classify, and sort 2-D shapes.
>> **GM 1.1a** Identify the geometric shapes of rectangles, squares, and triangles.
>> **GM 1.1b** Sort <mark>polygons</mark> by their attributes, regardless of orientation (e.g. all triangles of different sizes and angles have 3 sides and 3 <mark>vertices</mark> so are grouped together).
>
> **GM 1.2** Describe attributes of a 2-D shape (i.e., sides and angles). (e.g., when the classroom is mapped, the student describes the rectangle symbolizing a table, as having 4 sides).
>
> **GM 1.3** Use 2-D objects to <mark>compose</mark> (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).

Identify, compare, and describe 3-D shapes.

> **GM 3.1** Identify, describe, compare, and sort 3-D concrete shapes (e.g., cube, sphere, cone, cylinder).
>> **GM 3.1a** Identify 3-D concrete shapes.
>> **GM 3.1b** Sort 3-D concrete shapes (e.g., sorting cubes from cones).

Use symmetry and transformations.

> **GM 4.1** Identify or create shapes that have <mark>line symmetry</mark>.
>> **GM 4.1a** Identify <mark>lines of symmetry</mark> in a shape (e.g., folding in half, using a mirror, etc.).
>> **GM 4.1b** Create 2-D shapes that have <mark>line symmetry</mark>**.**
>
> **GM 4.2** Use spatial planning (foresight) to <mark>compose and decompose shapes</mark> using <mark>line symmetry</mark> to demonstrate <mark>congruent</mark> parts within a shape (e.g., use two congruent trapezoids to make a hexagon).

Demonstrate conceptual understanding of similarity.

> **GM 5.1** Identify and compare <mark>similar shapes</mark> from a group of shapes.
>> **GM 5.1a** Match shape from a group of shapes with another same size, shape, and orientation (e.g., match two same size and shape rectangles).
>> **GM 5.1b** Match two same shapes of different sizes from a group of shapes (e.g., match two different size triangles with same angles/shape and same orientation).

Demonstrate conceptual understanding of <mark>perimeter</mark> and area.

> **GM 6.1** Demonstrate conceptual understanding of <mark>perimeter</mark> of a two-dimensional object or figure (e.g., rectangle, circle, oval, or combinations of figures) (e.g., use string to measure the perimeter of a circular object such as a hula hoop).

GM 6.1a Compare lengths of sides (length, height) of a figure using language (such as "bigger," "smaller," "longer," "shorter," "taller", same etc.).
   GM 6.1b Show understanding of <mark>unit iteration</mark> (placing units/objects end to end in some manner with no gaps) for length measurement.
   GM 6.1c Use both conventional rulers and manipulative units that are <mark>standard units</mark> (such as centimeter cubes) to measure <mark>perimeter</mark> of 2-D figures.
GM 6.2 Demonstrate conceptual understanding of <mark>area</mark> of a two-dimensional object or figure.
   GM 6.2a Compare area by placing one object on top of another to determine which has more space.
   GM 6.2b Demonstrate understanding of area by covering rectangles with unit tiles (e.g., use grid paper to determine area of rectangles).

Demonstrate conceptual understanding of measurable attributes using comparative language.
   GM 7.1 Describe and compare measurable <mark>attributes</mark> of objects.
   GM 7.1a Compare and communicate length, height and weight of objects using language such as "longer/shorter", "taller/shorter" heavier/lighter."
   GM 7.1b Compare and communicate temperature using measurement language such as "warmer/cooler/same."

Sample Standards-Based Activities:
- Create a diorama or mobile to display in the classroom.
- Create a PowerPoint with flow charts.
- Sort materials for Pioneer Days.
- Use shapes to produce art projects or designs.
- Measure objects in the classroom to make a graph.
- Participate in science lessons that measure and compare physical attributes of objects.

Curriculum Unit (sometimes called Units of Study): opportunities for developing and understanding concepts and context through multiple connected lessons.

Content: Reading

Task: 35-4   Grades: 3-5

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<u>REQUIRED</u> CONTENT STRAND:
Word Identification Skills and Vocabulary Strategies and Breadth of Vocabulary

</div>

Structured Performance:
The student will read/experience text related to school and/or community.

Targeted AAGSEs:

Student applies word identification and/or decoding strategies by
> **WID 1.1** Identifying pictures, symbols, objects, and words
>> **WID 1.1a** Identifying pictures, symbols, objects, and words that represent self and others.
>> **WID 1.1b** Identifying pictures, symbols, objects, and words that represent actions and objects.
>> **WID 1.1c** Identifying pictures, symbols, objects, and words that represent some abstract meanings.

> **WID 1.2** Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments and the community).

> **WID 1.3** Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds. *

> **WID 1.4** Recognizing most letters in text and in the environment.

> **WID 1.5** Identifying the primary sounds represented by most letters (sound-symbol correspondence). *

> **WID 1.6** Using letter-sound correspondence knowledge to sound out regularly spelled (i.e., <mark>decodable</mark>) one- or two-syllable words. *

> **WID 1.7** Reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences. *

> **WID 1.8** Using knowledge of sounds and letter patterns (including common endings such as "-s"," –ed", "-ly", "-ing") to read regularly spelled one- or two-syllable words.). *

> **WID 1.9** Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words, (e.g., student matches words to other words with similar sounds by answering questions such as "Which word rhymes with the underlined word?" or "Which word has the same vowel sound as the word in the box?"). *

* To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.

Student identifies the meaning of unfamiliar vocabulary by
> **V 2.1** Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.
> **V 2.2** Using <mark>context</mark> clues in text (words and illustrations) to predict words or meanings.

V 2.3 Using resources to connect unknown words to known words.
    V 2.3a Using prior knowledge and personal word banks.
    V 2.3b Using text features (e.g., illustrations, diagrams, charts).

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by
    V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).
    V 3.2 Using that vocabulary to identify and/or describe objects, actions, and events, (e.g. student applies his/her vocabulary in school environments and in the community).
    V 3.3 Identifying and/or using synonyms (e.g., big/large) and antonyms (e.g., hot/cold).
    V 3.4 Organize vocabulary.
        V 3.4a Organize vocabulary by category.
        V 3.4b Organize vocabulary by feature.
        V 3.4c Organize vocabulary by function.
    V 3.5 Selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).

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Sample Standards-Based Activities:
- Choose the correct vocabulary word using context clues.
- Read word walls to assist with reading vocabulary related to school/community.
- Play community vocabulary bingo.
- Read labels in the community (food labels, teacher/student mailboxes, completed homework bin).
- Read community information (the town on the school bus, message on school bulletin board) to perform a task.
- Read names/tasks on classroom helper list.
- Identify symbols/signs found in your community (hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform a task.
- Read classroom website to identify upcoming classroom events or homework assignments.

Content: Reading

Task: 35-5   **Grades: 3-5**

CONTENT STRAND:
Initial Understanding, Analysis & Interpretation of Literary Text

Structured Performance:
The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

Targeted AAGSEs:
Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

    LT 4.1 Identifying and/or describing literary elements in a story.

        LT 4.1a Identifying the main character(s) and setting.

        LT 4.1b Identifying major events.

    LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).

    LT 4.3 Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).

    LT 4.4 Summarizing or ordering the major events of a story.

    LT 4.5 Distinguishing between literary and informational text.

    LT 4.6 Distinguishing among a variety of types of literary text, such as poetry, plays, or fairy tales.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

    LT 5.1 Making predictions about what might happen next.

        LT 5.1a Telling why the prediction was made.

    LT 5.2 Identifying and/or describing the main characters' physical characteristics or personality traits.

    LT 5.3 Recognizing causes and effects (e.g., student responds to "Why did the boy run away?").

    LT 5.4 Making basic inferences about text.

    LT 5.5 Identifying who is telling the story.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by

    LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.

Sample Standards-Based Activities:
- Use a storyboard to identify characters.
- Use a story webs/ map to respond to simple questions about the story.
- Make predictions based on the title, cover and/or story; picture walks.
- Role-play to retell a story.
- Use story box materials to identify characters or setting.
- Use a picture walk to identify cause and effect.
- Use a storyboard to identify who is telling the story.
- Describe personal experience related to text/story.

Content: Reading

Task: 35-6   **Grades: 3-5**

Structured Performance:
The student will use <mark>informational text</mark> to gather and interpret information to gain knowledge and expand knowledge on a specific topic.

Targeted AAGSEs:
Student demonstrates initial understanding of <mark>informational texts</mark> (expository and practical texts) by

IT 7.1 Identifying the features of informational texts.
  IT 7.1a Identifying the title, illustrations, photograph, captions.
  IT 7.1b Identifying headings, charts, maps, diagrams).
IT 7.2 Obtaining information from the features of informational texts (e.g., student chooses menus from cookbooks).
IT 7.3 Using explicitly stated information to answer literal questions
  IT 7.3a Using explicitly stated information to answer literal questions related to the main idea or key details.
IT 7.4 Identifying the differences between different types of informational material (e.g., schedule vs. menu).
  IT 7.4a Identifying the purpose and/or characteristics of a variety of types of informational material.
IT 7.5 Locating and/or recording information to show understanding, when given an organizational format.

Student analyzes and interprets <mark>informational text</mark>, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.
  IT 8.1a Identifying main/central idea or locating supporting details.
IT 8.2 Drawing basic inferences and/or conclusions.
IT 8.3 Recognizing simple causes and effects within the text.
IT 8.4 Comparing facts and details within a text.

Sample Standards-Based Activities:
- Use a newspaper to read and choose weekend activities.
- Read and follow directions to complete a science experiment.
- Research a topic to participate in a group activity or presentation.
- Follow a map or route within the school to get to a location.
- Read a classroom schedule or event program to make a choice.
- Respond appropriately to environmental signs in the school or community.
- Read a website to plan a fieldtrip.

Content: Writing

Task: 04-1   **Grade: 4**

<u>REQUIRED</u> CONTENT STRAND:
Structures of Language and Writing Conventions

Structured Performance Task:
The student will write <u>in response to</u> activities within their school environment.

Targeted AAGSEs:
Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Creating pictures, symbols, objects, and/or words/oral language to communicate meaning.

SL 1.2 Demonstrating understanding that text (pictures, symbols, objects, and words) are written and read left to right, top to bottom, and front to back.

SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.

    SL1.3a Recognizing and distinguishing between upper and lower case letters.

    SL1.3b Recognizing and distinguishing between letters and numbers.

SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

    SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.

    SL 1.4b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.

SL 1.5 Recognizing and using organizational structures within texts.

    SL 1.5a Applying appropriate spacing when writing words and sentences.

In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Recognizing and spelling his/her own name correctly.

    WC 9.1a Recognizing and reproducing his/her own first and last name.

    WC 9.1b Spelling his/her own first and last name, using correct capitalization.

WC 9.2 Spelling common/high frequency words correctly.

    WC 9.2a Recognizing and reproducing common/high frequency words.

    WC 9.2b Spelling common/high frequency words correctly.

WC 9.3 Use capitalization correctly.

    WC 9.3a Capitalizing names and the beginnings of sentences.

WC 9.4 Using punctuation correctly.

    WC 9.4a Using periods and question marks and exclamation points correctly.

Sample Standards-Based Activities:
- Write about a favorite activity (field day, book fair, assemblies, reading and arts week, school spirit day, 100 day of school, fire prevention week, dental health week).
- Write about a classmate's holiday customs.
- Write a summary of an interview with a classroom visitor.
- Prepare cards to thank classroom visitors.
- Write observations during a science experiment.
- Develop articles summarizing an activity for use in a school newspaper.
- Write a journal entry about Big-buddy day.
- Prepare a poster to highlight a school event.
- Write a summary of a student's daily activities for use in open house.

- Develop a letter to inform the principal of an exciting field trip event.

Content: Writing

Task: 04-2   Grade: 4

Structured Performance Task:
The student will develop a writing piece in response to a <mark>literary text</mark>.

Targeted AAGSEs:
Writing in response to <mark>literary</mark> or informational <mark>text</mark>, student shows understanding of plots, ideas, and concepts by
> **LT 2.1** Selecting appropriate information to set the text's context/background.
>> **LT 2.1a** Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).
>> **LT 2.1b** Retelling and/or summarizing the text.
> **LT 2.2** Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.

Writing in response to <mark>literary</mark> or informational <mark>text</mark>, student makes and supports analytical judgments about text by
> **LT 3.1** Using prior knowledge or references to text to respond to a question.
> **LT 3.2** Stating a focus /purpose when responding to a given question.
> **LT 3.3** Describing content, events, characters, settings.
> **LT 3.4** Organizing ideas, using transitions (words, phrases) appropriately

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Sample Standards-Based Activities:
- Create a book report on a story read.
- Describe the events of a character from a story.
- Write about the feelings of the character from a story.

Content: Writing

Task: 04-3   Grade: 4

Structured Performance Task:
The student will develop a writing piece in response to an <mark>informational text.</mark>

Targeted AAGSEs:
Writing in response to literary or <mark>informational text</mark>, student shows understanding of plots, ideas, and concepts by
> **LT 2.1** Selecting appropriate information to set the text's context/background.
> > **LT 2.1a** Recognizing the title and/or author or drawing or selecting picture (e.g., student points to title of text).
> > **LT 2.1b** Retelling and/or summarizing the text.
> **LT 2.2** Connecting what has been read (the plot, ideas, and concepts) to prior knowledge, other texts, or the broader world of ideas.

Writing in response to literary or <mark>informational text</mark>, student makes and supports analytical judgments about text by
> **LT 3.1** Using prior knowledge or references to text to respond to a question.
> **LT 3.2** Stating a focus /purpose when responding to a given question.
> **LT 3.3** Describing content, events, characters, settings.
> **LT 3.4** Organizing ideas, using transitions (words, phrases) appropriately.

Sample Standards-Based Activities:
- Write a lab report after reading the observations written about a science experiment.
- Describe content of an informational article in a weekly reader (News-2-You).
- Create a book report on a biography.
- Write about the most popular movies for the current month, after reading the newspaper.
- Creating a summary of what is needed, after reviewing a recipe.
- Develop captions that represent informational concepts learned (e.g. writing captions to pictures that represent good nutrition, safety, health).
- Write a "to do list" after reading about an upcoming school event.
- Write a list of questions for a school visitor, after reading their biography.

Content: Science

TASK: 04-4   Grade: 4

INQUIRY CONSTRUCT: Observing/Questioning
Make and describe observations in order to ask questions, and/or make predictions related to the science investigation

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
Life Science

LS1.1.1 Distinguish between living and non-living things.

Suggestion: Select a living thing from a group of non-living things.

LS1.1.1b Recognize at least one characteristic of living things. (e.g., Living things need food and water.)

LS1.1.2 Match organisms with similar features.
LS1.1.2a Given an external feature of an organism, match organisms with the same feature (e.g., head, legs, fur, wings, tail).

LS1.2.1 Describe the things that plants need in order to grow and survive.
LS1.2.1a Identify one or more conditions a plan needs in order to grow and survive (e.g., light, soil, water, and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.
LS1.2.2a Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter, and/or air).

LS1.3.1 Recognize the life stages of common organisms.

LS2.1.1. Identify sources of energy for survival of organisms.
LS2.1.1a Identify that sunlight is a source of energy for plants.
LS2.1.1b Identify that some animals get their energy (food) by eating plants.

LS2.1.2 Identify the relationships between organisms in a food web.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.
LS3.1.1a Identify the responses of plants and animals to a change in their food supply.
LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes.

LS3.1.2 Describe how some organisms are better adapted for specific environments than other organisms.
LS3.1.2a Match animals to their environment (e.g., camel in desert, polar bear in arctic, fish in water environment).

LS4.1.1 Identify the senses.
   LS4.1.1b Match the external body part with the senses known (e.g., ear: hearing, finger: feeling).

Earth and Space Science

ESS1.1.1 Describe soils using their physical properties.
   ESS1.1.1b Describe soil using one physical property (see NOTE below).
   Suggestions: Feel soil; use hand lens to examine make-up of soil; select soil when given soil and grass etc.
   NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Describe rocks and minerals using their physical properties
   ESS1.1.2b Describe rocks and minerals using one physical property (e.g., color, size, shape, texture, smell, weight).
   (Suggestions: Examine minerals and rocks with various properties; compare properties of different minerals or rocks; select the rock or mineral when given one along with one other object.)

   NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic).

   NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), crystal shape, cleavage and fracture (how it breaks).

ESS1.1.3 Compare different soils to each other using their physical properties.
   ESS1.1.3c Compare soils using one physical property.
   (Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.
   ESS1.1.4b Sort rocks and minerals using one physical property.
   ESS1.1.4c Compare rocks and minerals using one physical property.
   (Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.
   ESS1.1.5b Compare soils to rocks and minerals using one physical property (e.g., color, size, shape, texture, smell, weight).
   (Suggestion: Examine a rock or mineral and soil and describe the differences.)

ESS1.2.1 Identify the forms of water in the water cycle.
   (Suggestions: compare liquid water to ice, boil water and watch the steam, use cool-mist humidifier to feel steam.)

ESS1.2.4 Describe some changes on the earth that happen faster than others.
   ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, such as when bulldozers move them or water gets into a crack and freezes).

ESS1.2.5 Identify air and water of different temperatures.
   (Suggestion: Feel cool water and warm water, feel that the air above an ice cube is cooler than the air above a warm object.)

ESS1.2.13 Identify weather and seasonal changes throughout the year.
   ESS1.2.13a Use observations and data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather. (e.g., clouds, hot, cold, wet, dry).
   ESS1.2.13b Identify each season.
   ESS1.2.13c Describe each season.
   (Suggestion: Keep a record of seasonal changes; identify the season when given a picture showing something seasonally obvious – like snow for winter, baby birds for spring; keep a daily record of air temperature, cloud observations, and precipitation.)

ESS2.1.1 Identify the major effects the sun has on the earth.
   ESS2.1.1d Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset).

ESS2.1.2 Identify the moon.
   ESS2.1.2b Identify changes in the moon's appearance.

Physical Science

PS1.1.1 Distinguish the physical properties of matter.
   PS1.1.1a Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight).
   PS1.1.1d Compare objects using one physical property (e.g., size, shape, color, texture, smell, weight, mass).
   PS1.1.1e Use observations and data collection tools (e.g., timer, balance scale, ruler) to sort objects into two groups using one physical property (e.g., size, shape, color, texture, smell, weight).

PS1.3.1 Demonstrate an understanding of mass.
   PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS2.1.1 Identify forms of energy.
   PS2.1.1d Identify electrical energy (e.g., Identify that hair stands on end when rubbed with a balloon because of electrical energy - static electricity. Identify a static electricity shock from a carpet as electrical energy.).
   PS2.1.1e Identify mechanical energy (e.g., Identify mechanical energy in the movements of a wheel chair or hand mixer.).

PS3.1.1 Describe the relationship between force and motion.

PS3.2.1 Identify magnetic forces.
   PS3.2.1a Identify objects that are and are not attracted to magnets.

Content: Science

Task: 04-5　　　　　　　　　　　　　　　　　　**Grade: 4**

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INQUIRY CONSTRUCT: Conducting
Follow procedures, using equipment or measurement devices accurately as appropriate for collecting and/or recording qualitative or quantitative data

</div>

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.
　(Suggestion: Select a living thing from a group of non-living things.)
　LS1.1.1c Discriminate between a living thing and a non-living thing.
　LS1.1.1d Sort living things from a group of living and non-living things.

LS1.1.2 Match organisms with similar features.
　LS1.1.2a Given an external feature of an organism, match organisms with the same feature (e.g., head, legs, fur, wings, tail).
　LS1.1.2b Sort organisms based on one or two similar or different external features**.**

LS1.1.3 Distinguish plants from animals.

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.2.1 Describe the things that plants need in order to grow and survive.
　LS1.2.1a Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.
　LS1.2.2a Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter and/or air).

LS1.3.2 Identify similarities between parents and offspring.
　LS1.3.2a Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog).

LS2.1.1. Identify sources of energy for survival of organisms.

Earth and Space Science

ESS1.1.1 Describe soils using their physical properties.
   ESS1.1.1a Distinguish soil from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).
   ESS1.1.1b Describe soil using one physical property (see NOTE below)
   (Suggestions: Feel soil; use hand lens to examine make-up of soil; select soil when given soil and grass etc.)

   NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts)

ESS1.1.2 Describe rocks and minerals using their physical properties.
   ESS1.1.2a Distinguish rocks and minerals from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).

ESS1.1.3 Compare different soils to each other using their physical properties.
   ESS1.1.3a Match soils using one physical property.
   ESS1.1.3b Sort soils using one physical property.
   ESS1.1.3c Compare soils using one physical property.
   (Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.
   ESS1.1.4a Match rocks and minerals using one physical property.
   (Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.
   ESS1.1.5a Sort and separate soils from rocks and minerals.

ESS1.2.1 Identify the forms of water in the water cycle.
   (Suggestions: Compare liquid water to ice, boil water and watch the steam, use cool-mist humidifier to feel steam.)

ESS1.2.4 Describe some changes on the earth that happen faster than others.
   ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, such as when bulldozers move them or water gets into a crack and freezes).

ESS1.2.5 Identify air and water of different temperatures.
   ESS1.2.5a Identify that air can have different temperatures.
   (Suggestions: Feel that the air above an ice cube is cooler than the air above a warm object.)
   ESS1.2.5b Identify that water can have different temperatures.
   (Suggestion: Feel cool water and warm water, feel how the air above an ice cube is cooler than the air above a warm object.)

ESS 1.2.13 Identify weather and seasonal changes throughout the year.
   ESS1.2.13a Use observations and data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, hot, cold, wet, dry).
   ESS1.2.13b Identify each season.
   ESS1.2.13c Describe each season.

(Suggestion: Keep a record of seasonal changes; identify the season when given a picture showing something seasonally obvious – like snow for winter, baby birds for spring; keep a daily record of air temperature, cloud observations, and precipitation.)

ESS2.1.1 Identify the major effects the sun has on the earth.
    ESS2.1.1.a Collect data to show that the sun warms the earth during daytime.
    ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.
    ESS2.1.1c Describe the differences between night and day.
    (Suggestions: Take the temperature at the same location outside at different times during the day and compare the temperatures, take the temperature in a sunny spot and a shady spot and compare; keep track of the sun's position at different times during the day.)

Physical Science

PS1.1.1 Distinguish the physical properties of matter.
    PS1.1.1b Identify one or more physical properties of common objects.
    PS1.1.1c Match objects using one physical property (e.g., size, shape, color, texture, smell, weight).

PS1.2.1 Recognize states of matter.

PS1.3.1 Demonstrate an understanding of mass.
    PS1.3.1a Measure the masses of objects using balances or see-saws.
    PS1.3.1b Identify some objects that are more massive than others.
    PS1.3.1e Compare the masses of objects measured.

PS2.1.1 Identify forms of energy
    PS2.1.1a Identify light energy (e.g., Identify shadows as places where light energy is blocked, make shadows with flashlights).
    PS2.1.1b Identify sound energy (e.g., Identify sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum).
    PS2.1.1c Identify heat energy (e.g., Identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.)

PS3.1.1 Describe the relationship between force and motion.
    PS3.1.1b Identify something as moving or not moving.
    PS3.1.1c Make something move pushing or pulling (applying force).

PS3.2.1 Identify magnetic forces.
    PS3.2.1a Identify objects that are and are not attracted to magnets.

Content: Mathematics

Task: 68-1   **Grades: 6-8**

REQUIRED CONTENT STRAND:
Numbers and Operations

Structured Performance Task:
The student will use number concepts to plan an activity, gather the appropriate materials/information for the activity and/or complete the activity.

Targeted AAGSEs:
Whole numbers: Develop an understanding of cardinal number.
    NO 1.2 Use number/words/symbols together to create the counting sequence by one forward and backward up to 199.
        NO 1.2a Count by ones forward up to 199.
    NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

Whole numbers: Use place value by applying the concepts of equivalency in composing and decomposing numbers or in expanded notation.
    NO 2.1 Demonstrate an understanding that "10" is a special unit within the base-ten system by unitizing numbers up to 199 (e.g., 19 bundle of 10s and 9 singles is the same as 190+9 or 199).
    NO 2.4 Represent quantities in different ways by composing/decomposing numbers to show part-whole relations (e.g., 14=7+7 and 14=9+5; 143=142+1 and 143=100+43.

Positive Fractional Numbers: Use fractional numbers to represent a part to whole relationship with area and discrete (set) models.
    NO 3.1 Using concepts of whole unit and parts, show how parts can make a whole (e.g., Show how parts of a brownie can make one whole brownie (area model).
    NO 3.2 Show that fractional parts are equal shares or equal-sized portions of a whole unit using area models and discrete (set) models (e.g., show a fair share of a pizza; fold a piece of paper into two halves; identifies two out of four people are wearing a blue shirt – discrete (set) model).
    NO 3.3 Match fractional parts with area models (e.g., matches the notation ½ to one half of an apple).
    N0 3.4 Match a fractional notation to a discrete (set) model (e.g., match the notation 2/4 to a group of two people wearing blue shirts out of a group of our people).
    NO 3.5 Using fractional notation, numerator = part and denominator = whole, to show the part/whole relationship in an area model.
    NO 3.6 Using fractional notation, numerator = part and denominator = whole, to show the part/whole relationship in a discrete (set) model.

Use numbers to compare quantities by developing and understanding the position and magnitude of whole numbers (up to 199) and the connection between ordinal and cardinal numbers.
    NO 5.2 Compare two quantities to recognize equivalence or differences despite appearances (number conservation) (e.g., use different age appropriate items for comparison of quantity).
        N0 5.2a Compare two quantities as same, more, or less using like items when arranged in the same configuration (number conservation)

N0 5.2b Compare two quantities as same, more, or less using like items when arranged in the differently (<mark>number conservation</mark>).

   N0 5.2c Compare two quantities as same, more, or less using unlike items when arranged in the same configuration (<mark>number conservation</mark>)

NO 5.3 Understand and apply <mark>ordinal terms</mark> by using the terms first, second, third … to tenth accurately (e.g., identifies the first person in line).

NO 5.4 Use <mark>larger number principle</mark> with number sequences up to 199 (e.g., a collection of 179 is larger than 178 because 9 appears after 8 in the counting sequence).

Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

   NO 6.2 Identify 2-digit and 3-digit numbers.

   NO 6.3 Identify numerals 1-10 (e.g., student is able to point out a "five" given a choice of numerals).

   NO 6.4 Use numbers (1-199), or words, or models to represent the cardinal value (how many) of a collection.

   NO 6.5 Identify the larger of two written numbers.

Demonstrate a conceptual understanding of addition and subtraction of whole numbers by solving problems.

   NO 7.1 Show that addition means combining items and subtracting means taking away items.

   NO 7.2 Use <mark>direct-modeling</mark> to solve addition and subtraction word problems using sums of 10 or greater, identifying the correct symbol of operation (+,-).

      NO 7.2a Use sums less than 10 and corresponding differences and identify the correct symbol of operation.

Count and add a collection of coins and/or bills.

   NO 12.2 Add like and unlike coins collections together to equal dollars and cents notation.

      NO 12.2a Add like coins together to equal dollars and cents notation.

      NO 12.2b Add unlike coins together to equal dollars and cents notation.

   NO 12.3 Add like and unlike bills together to equal dollars and cents notation.

      NO 12.3a Add like bills together to equal dollars and cents notation.

      NO 12.3b Add unlike bills together to equal dollars and cents notation.

Make estimates of the number of objects in a set up to 20.

   NO 17.1 Use comparisons to estimate size of a collection up to 15 without counting (e.g., Are there enough chairs compared to the 15 students?).

   NO 17.2 Make estimates in a given situation and explain the reasonableness of the solution (e.g., If there are seven students and five yards of ribbon and every student needs one yard of ribbon, is there enough ribbon for everyone? Explain your answer.).

      NO 17.2a Make estimates in a given situation and explain the reasonableness of the solution (e.g., If there are eight students and ten yards of ribbon and every student needs one yard of ribbon, is there enough ribbon for everyone?).

Sample Standards-Based Activities:

- Participate in a school-wide multicultural fair.
- Plan a social studies project.
- Create a class recipe book.
- Plan a special event, such as Teacher Appreciation Day.
- Make purchases for a food preparation activity.

- Create a poster of dietary guidelines in health class.
- Count and record data for a science investigation.
- Create a game based on fractions (e.g., gathering enough pieces to make the whole).

Content: Mathematics
Task: 68-2   Grades: 6-8

Structured Performance Task:
The student will create a ==hypothesis== and test that ==hypothesis== by collecting and presenting data.

Targeted AAGSEs:
Interpret a given representation (e.g., tables, graphs) to answer questions related to the data.
   DSP 1.1 Describe the features (e.g., title, bars, line, labels, key) of a data display (e.g., Using a ==bar graph==, where do you find the information that tells what the bars represent?).
   DSP 1.2 Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents, e.g., given a bar graph, answer the following questions: what was the number of students in our school last year (sets of data) – which grades has the most students (part of data).
   DSP 1.3 Answer questions about parts of the data using more than one tape of data displays (e.g., ==pictograph== and ==bar graph==).

Analyze patterns, trends, or distributions (e.g., tables, graphs) in data.
   DSP 2.1 Demonstrate simple comparisons (fewest, most, least, equal) by using the data (e.g., after looking at the bars, which of the bars has the fewest…?).
   DSP 2.2 Make observational statements about all or parts of the data (e.g., compare the number of boys and girls in the class) using comparison words (fewer, more, less, equal most frequent).
   DSP2.3 Make observational statements about the overall trend by using the distribution of data.

Identify or describe representations that best display a given set of data and organize and display data.
   DSP3.2 Given data, select the display that best represents the data.

For a probability event in which the ==sample space== may or may not contain equally likely outcomes, determine the likelihood of the occurrence of an event.
   DSP 5.1 Identify ideas related to probability: more likely, less likely, and equally likely using simple randomizing devices (e.g., spinners, number cubes).
   DSP 5.2 Make predictions about the probability of an event occurring (e.g., use two spinners, one with two colors and one with two numbers, so show the possible outcomes when each spinner is spun).
   DSP 5.3 Justify a conclusion based on data from the ==sample space== (e.g., show how you got the possible combinations).

In response to a teacher or student generated question or hypothesis, group or collect data to answer the question.
   DSP 6.1 Determine an effective method to collect data to answer the question or hypothesis (e.g., complete a survey, observation, experiment, investigation.
   DSP 6.2 Collect and record data to answer a question or test a hypothesis.
   DSP 6.3 Organize and display data to answer a question or test a hypothesis.

Sample Standards-Based Activities:

- Participate in science investigations.
- Conduct class/school surveys
- Set up voting experiences, such as class elections.
- Use data charts to make decisions.
- Maintain a progress chart.

Content: Mathematics

Task: 68-3 **Grades: 6-8**

Structured Performance Task:
The student will interpret given data to make decisions or draw conclusions.

Targeted AAGSEs:
Interpret a given representation to answer questions related to the data.

DSP 1.1 Describe the features (e.g., title, bars, line, labels, key) of a data display (e.g., Using a bar graph, where do you find the information that tells what the bars represent?).

DSP 1.2 Answer questions about parts of the data and/or the set of data as a whole (e.g., identifying how many in one category or what the data set represents, e.g., given a bar graph, answer the following questions: what was the number of students in our school last year (sets of data) – which grades has the most students (part of data).

DSP 1.3 Answer questions about parts of the data using more than one tape of data displays (e.g., pictograph and bar graph).

Analyze patterns, trends, or distributions (e.g., tables, graphs) in data.

DSP 2.1 Demonstrate simple comparisons (fewest, most, least, equal) by using the data (e.g., after looking at the bars, which of the bars has the fewest…?).

DSP 2.2 Make observational statements about all or parts of the data (e.g., compare the number of boys and girls in the class) using comparison words (fewer, more, less, equal most frequent).

DSP2.3 Make observational statements about the overall trend by using the distribution of data.

Identify or describe representations that best display a given set of data and organize and display data.

DSP 3.1 Given data, sort by general categories and represent the data in a given data display (e.g., After sorting student votes, a student is told to organize the data in a bar graph).

DSP3.2 Given data, select the display that best represents the data.

For a probability event in which the sample space may or may not contain equally likely outcomes, determine the likelihood of the occurrence of an event.

DSP 5.1 Identify ideas related to probability: more likely, less likely, and equally likely using simple randomizing devices (e.g., spinners, number cubes).

DSP 5.2 Make predictions about the probability of an event occurring (e.g., use two spinners, one with two colors and one with two numbers, to show the possible outcomes when each spinner is spun).

DSP 5.3 Justify a conclusion based on data from the sample space (e.g., show how you got the possible combinations).

Sample Standards-Based Activities:
- Make predictions about an event occurring, given specific conditions (e.g., flipping a coin, selecting combinations of items).
- Read nutritional information on food boxes to make healthy choices or compare foods.

- Inventory items at the school store.
- Compare and analyze patterns in data collected (e.g., height charts for the year, growth of different plants).
- Analyze climate patterns.

Content: Reading

Task: 68-4   **Grades: 6-8**

Structured Performance:
The student will read/experience text related to community, state, and/or vocational topics.

Targeted AAGSEs:
Student applies word identification and/or decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, and words.

WID 1.1a Identifying pictures, symbols, objects, and words that represent self and others.

WID 1.1b Identifying pictures, symbols, objects, and words that represent actions and objects.

WID 1.1c Identifying pictures, symbols, objects, and words that represent some abstract meanings.

WID 1.2 Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments, the community and/or vocational settings).

WID 1.3 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right) represent their sounds. *

WID 1.7 Reading high-frequency words, including names, and sight words, as appropriate to the student's personal, classroom, community, and vocational experiences. *

WID 1.9 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words. *

WID 1.9a Identifying word families. *

WID 1.9b Identifying prefixes and suffixes. *

WID 1.9c Recognizing variant spellings for consonants and vowels, e.g., bought). *

* To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or verbal) to predict meanings.

V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.

V 2.3 Using resources to connect unknown words to known words.

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

V 2.3c Using glossaries, dictionaries, or thesauruses).

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic <mark>pragmatic functions</mark> (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).

V 3.2 Using that vocabulary to identify and/or describe objects, actions, and events, (e.g. student applies his/her vocabulary in school environments, in the community, and/or in vocational settings).

V 3.3 Identifying and/or using <mark>synonyms</mark> (e.g., big/large) and <mark>antonyms</mark> (e.g., hot/cold).

V 3.4 Organize vocabulary.

    V 3.4a Organize vocabulary by category.

    V 3.4b Organize vocabulary by feature.

    V 3.4c Organize vocabulary by function.

V 3.5 Selecting or explaining the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).

V 3.6 Explaining that words may have multiple meanings (e.g., fall is a time of year and to fall is to trip).

V 3.7 Identifying homonyms and homophones.

Sample Standards-Based Activities:

- Use a personal dictionary to assist with reading vocabulary related to community, state, vocational topics.
- Read labels on store items to choose an item when visiting a store.
- Read a store flyer on a website to create a shopping list.
- Use a list to take inventory of school store items.
- Identify community information (e.g., reading information on a RIPTA bus) to perform a task.
- Identify symbols/signs found in your community (e.g., hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform a task.

Content: Reading

Task: 68-5   Grades: 6-8

Structured Performance:
The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

Targeted AAGSEs:
Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

LT 4.1 Identifying literary and/or describing elements in a story.
  LT 4.1a Identifying the characters and setting.
  LT 4.1b Identifying major events, problem /solution, or plot.
  LT 4.1c Identifying or describing any significant changes in character or setting over time.
LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).
LT 4.3 Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).
LT 4.4 Summarizing or ordering the major events, as appropriate to text (e.g., poem, story, play).
LT 4.5 Distinguishing between literary and informational text.
LT 4.6 Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

LT 5.1 Making predictions about what might happen next.
  LT 5.1a Telling why the prediction was made.
  LT 5.1b Making logical predictions based on evidence in the text.
LT 5.3 Recognizes causes and effects.
  LT 5.3a Making inferences about causes and effects.
LT 5.4 Making basic inferences about text.
  LT 5.4a Making basic inferences about problem, conflict, or solution.
  LT 5.4b Making basic inferences about author's message or purpose.
LT 5.6 Identifying literary devices as appropriate to genre such as, rhyme, repeated language, dialogue, description.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by

LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.
LT 6.2 Providing relevant details to support the connections made.

Sample Standards-Based Activities:
- Create cartoons/flip books to retell a story.
- Use a storyboard to identify characters.

- Use a story webs/ map to respond to simple questions about the story.
- Make inferences/predictions based on the title, cover and/or story; picture walks.
- Use story box materials to identify characters or setting.
- Use a picture walk to identify cause and effect.
- Use a storyboard to identify who is telling the story.
- Describe personal experience related to text/story.

Content: Reading

Task: 68-6

Grades: 6-8

Structured Performance Task:
The student will use <mark>informational text</mark> to gather and interpret information to gain knowledge and expand knowledge on a specific topic.

Targeted AAGSEs:
Student demonstrates initial understanding of informational texts (expository and practical texts) by
> **IT 7.1** Identifying the features of <mark>informational texts</mark>.
>> **IT 7.1a** Identifying the title, text, and illustrations, photographs, captions.
>> **IT 7.1b** Identifying heading, subheadings, charts, maps, diagrams.
> **IT 7.2** Obtaining information from the features of <mark>informational texts</mark> (e.g., student gets a phone number from a phone book).
> **IT 7.3** Using explicitly stated information to answer literal questions.
>> **IT 7.3a** Using explicitly stated information related to the main idea or key details.
> **IT 7.4** Identifying the differences between different types of informational material (e.g., schedule vs. menu).
>> **IT 7.4a** Identifying the purpose and/or characteristics of a variety of types of informational material.
> **IT 7.5** Locating and/or recording information to show understanding when given and/or provided a choice of organizational format.
> **IT 7.6** Charting, mapping, paraphrasing and/or summarizing the main/central idea or purpose of an informational text to show understanding.

Student analyzes and interprets informational text, citing evidence as appropriate by
> **IT 8.1** Identifying the general topic of a text.
>> **IT 8.1a** Identifying main/central idea and locating supporting details.
> **IT 8.2** Drawing basic inferences and/or conclusions.
>> **IT 8.2a** Identifying the purpose of text.
> **IT 8.3** Recognizing and or making inferences about simple causes and effects within the text (e.g., When given a text about growing plants, student is able to answer the question, "What would happen if the plant has no sunlight?").
> **IT 8.4** Combining and/or comparing facts and details within a text.

Sample Standards-Based Activities:
Uses informational text as a tool to:
- Extract and share facts by creating a PowerPoint presentation or brochure.
- Read and follow directions to complete a science experiment.
- Research a career.
- Follow a map or route within the school.
- Read a schedule (bus schedule, daily schedule) to make a choice.
- Make inferences about weather patterns in different parts of the country.

- Compare facts and details about different cultures or time periods.

Content: Writing

Task: 07-1   **Grade: 7**

REQUIRED CONTENT STRAND:
Structures of Language and Writing Conventions

Required Structured Performance Task:
The student will write in response to activities within their community.

Targeted AAGSEs:
Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Creating pictures, symbols, objects, and/or words/oral language to communicate meaning.

SL 1.2 Demonstrating understanding that text (pictures, symbols, objects, and words) is written left to right, and top to bottom.

SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.

    SL1.3a Recognizing and distinguishing between upper and lower case letters.

    SL1.3b Recognizing and distinguishing between letters and numbers.

    SL1.3c Recognizing and distinguishing between letters and punctuation marks.

SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

    SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.

    SL 14b Writing words, phrases, and/or simple sentences (subject and predicate) to communicate an idea.

    SL 1.4c Using a variety of sentence structures, such as, declarative, interrogative, simple, complex.

SL 1.5 Recognizing and using organizational structures within texts.

    SL1.5a Applying appropriate spacing when writing words and sentences.

    SL1.5b Distinguishing between sentences and paragraphs (e.g., indenting paragraphs or block format for paragraphs).

SL 1.6 Expressing ideas about a topic (sentences, paragraphs, texts).

    SL 1.6a Establishing a central idea with some supporting details.

    SL 1.6b Creating several simple related and ordered sentences (paragraph) to develop an idea/topic with some supporting details.

In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Recognizing and spelling his/her own name correctly.

    WC 9.1a Recognizing and reproducing his/her own first and last name.

    WC 9.1b Spelling his/her own first and last name, using correct capitalization.

WC 9.2 Spelling common/high frequency words correctly.

WC 9.3 Use capitalization correctly.

    WC 9.3a Capitalizing names and the beginnings of sentences.

    WC 9.3b Capitalizing proper nouns and titles of books.

WC 9.4 Using punctuation correctly.

    WC 9.4a Using periods, question marks, and exclamation points correctly.

WC 9.6 Using parts of speech correctly.

    WC 9.6a Using singular and plural forms of nouns.

    WC 9.6b Using simple verb tenses and subject-verb agreement.

Sample Standards-Based Activities:

- Write about a favorite extra-curricular or community activity (e.g., girl/boy scouts, church/youth group, Special Olympics, music activities, after school programs, sporting events, and library).
- Write about a family/community holiday custom.
- Prepare interview questions to ask a community worker.
- Prepare cards to thank people in the community.
- Develop articles for a local newspaper about community/school team events.
- Prepare a community poster to publicize a school event.
- Write to prepare for a presentation in the community (e.g., an Art festival, service learning projects).
- Write a review of the school play performed at the Senior Center.
- Write about a visit to the Museum of Science.
- Write about the scariest tale told during a trip to Salem, MA.

Content: Writing

Task: 07-2   Grade: 7

Structured Performance Task:
The student will develop narrative writing based in response to <u>literary experiences</u>.

Targeted AAGSEs:
In written narratives, student organizes and relates a story line, plot, and/or series of events by
> **N 4.1** Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).
>> **N 4.1a** Establishes a problem and solution.
>
> **N 4.2** Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately.
>> **N 4.2a** Creating a story line with a beginning, middle, and end.
>> **N 4.2b** Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).

Student demonstrates use of narrative strategies by
> **N 5.1** Describing a familiar object, person, or event/experience, using sensory and/or descriptive language.
>
> **N 5.2** Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).
>
> **N 5.3** Describing a setting (e.g., student selects or draws a picture that shows where the story takes place, student selects from word bank to write description).

Sample Standards-Based Activities:
- Complete a book response, after reading a grade-level appropriate book (e.g. Wringer, Hatchet, Holes).
- Write about a fictional character.
- Create a book jacket with a drawing and brief description of the book.
- Write a summary of a personal experience similar to a character in a book.
- Develop a story sequel to a grade-level appropriate book.
- Write an alternative ending to a newspaper article about the town festival.

Content: Writing

Task: 07-3   **Grade: 7**

Structured Performance Task:
The student will develop narrative writing based on <u>real-life experiences</u>.

Targeted AAGSEs:
In written narratives, student organizes and relates a story line, plot, and/or series of events by

N 4.1 Creating an understandable story line (e.g., using pictures, symbols, objects, and/or words/sentences).

  N4.1a Establishes a problem and solution.

N 4.2 Demonstrating an understanding of sequence of events, using transitions (words, phrases) appropriately

  N 4.2a Creating a story line with a beginning, middle, and end.

  N 4.2b Using dialogue or actions to advance plot or story line (e.g., what would this character say/do?).

Student demonstrates use of narrative strategies by

N 5.1 Describing a familiar object, person, or event/experience, using sensory and/or descriptive language.

N 5.2 Identifying or creating character(s), using sensory and/or descriptive language (e.g., student draws a picture when given a description, student draws and labels character details).

N 5.3 Describing a setting (e.g., student selects or draws a picture that shows where the story takes place, student selects from word bank to write description).

_____

Sample Standards-Based Activities:
- Summarize the sequence of events from a community trip.
- Create a story after a trip to the restaurant including details such as name of restaurant, order of events, details using sensory language.
- Describe a typical day of a community worker.
- Draw or describe a language experience (e.g., after a music class, describing an activity by writing about (identifying) the instruments used; after attending an assembly, describing the event using objects).
- Write about the day's events in a note home to parents, at the end of the school day
- Develop an entry in a school newspaper describing a classroom experience or project.
- Create a story to describe healthy living habits (e.g., clothes washing, physical activity, personal grooming; creating social stories to reduce stress; personal safety).

Content: Science

Task: 08-1   Grade: 8

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.
    LS1.1.1b Identify at least two characteristics of living things (e.g., living things need food, water and air).

LS1.1.3 Distinguish plants from animals.

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.2.1 Describe the things that plants need in order to grow and survive.
    LS1.2.1a Identify one or more conditions a plant needs in order to grow and survive (e.g., light, soil, water, space, food and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.
    LS 1.2.2a Identify one or more conditions an animal needs in order to grow, survive (e.g., food, water, shelter, space, and/or air).

LS1.2.4 Identify the characteristics of living things.
    LS1.2.4a Identify at least five of the ten characteristics of living things (e.g., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.5 Recognize that organisms are made of cells.

LS2.1.1 Identify sources of energy for survival of organisms.
    LS2.1.1b Identify that some animals get their energy (food) by eating plants.
    LS2.1.1c Identify that some animals get their energy (food) by eating other animals.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.
    LS2.1.2d Identify the relationships between plants and animals by creating a simple food web.

LS2.1.3 Discuss living and non-living factors in an ecosystem.
LS2.1.3a Identify one or more living factor(s) that affect organisms in an ecosystem (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).

Earth and Space Science

ESS1.1.2 Describe rocks and minerals using their physical properties.
ESS1.1.2a Distinguish rocks and minerals from other objects or materials (e.g., grass, wood, leaves, paper, rubber, food, etc.).

ESS1.1.3 Compare different soils to each other using their physical properties.
ESS1.1.3c Compare soils using one or more physical properties.
(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage property of soils.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).
(Suggestions: Involve students in a scavenger hunt to find water, soil, rocks, and air; make a collage using magazine pictures of the four basic earth materials; observe videos and photographs, read books, build a home for a pet (fish, hermit crab); build a biosphere; work with balloons to understand air.)

ESS1.2.1 Identify the components and changes represented by the water cycle.
ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).
(Suggestion: Heat water on a hot plate to produce steam, then place a cold surface above the hot plate so the steam will condense into liquid water again; measure evaporation from a glass of water left on a windowsill or table; read or watch age appropriate materials; work with ice in a glass of water; make a diagram showing the relationships between ice, liquid water, and steam.)

ESS1.2.4 Describe some changes on the earth that happen faster than others.
ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).
ESS1.2.4b Identify relatively slow changes to the earth's surface (e.g., a large rock slowly breaks down over many many years from water washing over it in a stream or river; compare photos of slowly moving glaciers taken in different years or a lake drying up over several years.) .
(Suggestion: compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.5 Identify how air and water can have different temperatures.
ESS1.2.5a Identify the cause of changes in air temperatures.
(Suggestions: Feel that the air above an ice cube is cooler than the air above a warm object.)
ESS1.2.5b Identify the cause of changes in water temperatures.
(Suggestion: Relate warm temperatures to sun, ice cube in water.)

ESS1.2.6 Describe how wind and water change Earth.
ESS1.2.6a Describe how erosion by wind, water (including floods), and glaciers change the earth.

ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.
ESS1.2.10a Identify physical properties of volcanoes.

ESS1.2.10b Describe what a fault is.

NOTE: A fault is the actual crack in the Earth's crust where rock has fractured due to movement. The fault is not actually what moves. Rocks move along faults past each other. Movement occurs along faults.

ESS1.2.10c Recognize what happens when rocks move along a fault (crack in the Earth's crust) during an earthquake.
(Suggestions: Observe/feel/hear videos, pictures, models, simulate earth questions, model of a volcano; graham cracker and frosting activity to show faults and movement; create a 'town' between two desks & move desks to simulate earthquake; fossils – plaster of paris; leaf press.)

ESS1.2.11 Identify geologic processes of fossil formation.
ESS1.2.11a Identify how fossils form.

ESS1.2.13 Identify weather and seasonal changes throughout the year.
ESS1.2.13b Identify each season.
ESS1.2.13d Identify weather data collection tools (e.g., thermometer, weather/wind vane, rain gauge, wind sock, barometer) and what data they are used to collect.
(Suggestions: Keep a daily record of air temperature, cloud observations, and precipitation, relative humidity by using a weather station; check the weather report in the newspaper each day; create weather instruments.)

ESS1.2.14 Associate air pressure with the weight of air on the earth.
ESS1.2.14a Identify that the weight of air varies on different parts of the earth's surface.
(Suggestion: Pictures of pilots wearing air masks to illustrate air pressure; Mt. Everest climbers; empty container with another container that fits snugly inside – feel the pressure; measure the circumference of a balloon, then place the balloon in hot water then measure the circumference, then place the balloon in ice water and measure the circumference, then compare the sizes.)

ESS2.1.1 Identify the major effects the sun has on the earth.
ESS2.1.1c Describe the night/day differences in temperature to the sun's position in the sky.
ESS2.1.1d Identify the sun's position as it changes throughout the day, (e.g., sunrise, noon, sunset, dawn, dusk).
(Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.
ESS2.1.2b Identify and record changes in the moon's appearance.
(Suggestion: Create an accurate picture of the moon & other nighttime objects in the sky; draw phases of the moon; chart on a class calendar the upcoming phases of the moon; chart on individual calendar the daily/nightly appearances of the moon; draw or cut phases of the moon from a newspaper.)

ESS2.1.3 Identify that Earth is a planet.
ESS2.1.3a Identify that the surface we live on is the surface of the planet Earth.

Physical Science

PS1.1.1 Distinguish the physical properties of matter.

PS1.1.1a Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight, etc.).
PS1.1.1b Identify two or more physical properties of common objects.
PS1.1.1d Compare objects using one or more physical properties, e.g., size, shape, color, texture, smell, weight, mass, temperature.

PS1.3.1 Demonstrate an understanding of mass.
    PS1.3.1a Measure the masses of objects using balances or see-saws.
    PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS1.4.1 Identify categories of matter.
    PS1.4.1d Identify one or more physical changes (e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting).

    NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.1 Identify forms of energy.

PS3.1.1 Describe the relationship between force and motion.
    PS3.1.1d Identify the initial and final positions of an object that moves.

PS3.2.1 Identify characteristics of magnetic forces.
    PS3.2.1b Sort objects into those that are attracted to magnets and those that are not attracted to magnets.

Content: Science

Task: 08-2

Grade: 8

INQUIRY CONSTRUCT: Conducting
Use data to summarize results

Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:

Life Science

LS1.1.1 Distinguish between living and non-living things.
    LS1.1.1b Identify at least two characteristics of living things (e.g., living things need food, water and air).
    LS1.1.1d Sort living things from a group of living and non-living things.
    (Suggestion: Select a living thing from a group of non-living things.)

LS1.1.2 Compare similarities and differences between organisms.
    LS1.1.2a Match similar organisms based on one or two external features (e.g., match two similar animals such as fish to fish and bird to bird).

    NOTE: Classification, sort and compare depend on the selection of the organisms for degree of difficulty.

    LS1.1.2b Sort organisms based on one or two similar or different external features.
    (Suggestion: Use a graphic organizer to show the common features of the organisms, such as fur, two legs.)
    LS1.1.2c Compare one or more external features of a group of organisms.
    (Suggestions: Use a graphic organizer to show the common features of the organisms, such as fur, two legs. Use a Venn diagram to compare features of a group of organisms.)

LS1.1.3 Distinguish plants from animals.
    LS1.1.3c Distinguish a plant within a group of organisms.
    LS1.1.3d Distinguish an animal within a group of organisms.
    LS1.1.3e Compare two or more plants to each other.
    LS1.1.3f Compare two or more animals to each other.
    (Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar animals (including self).

LS1.1.6 Associate functions with the external features of animals.
    LS1.1.6a Identify that animals move using structures such as legs, wings, tails, or fins.
    LS1.1.6b Identify that animals can be protected by features such as shells (e.g., snail), claws (e.g., tiger), quills (e.g., porcupine), color of skin or fur, etc.

LS1.1.6c Identify that animals obtain food using structures or characteristic features such as beaks, claws, fast speed, good eyesight, sense of smell.

LS1.1.7 Classify organisms.
LS1.1.7a Identify one or more major group of organisms from a selection of different organisms. (Groups should include: mammals, fish, and reptiles.)
(Suggestion: Ask the student to identify fish when given several different organisms.)

LS1.2.1 Describe the things that plants need in order to grow and survive.
LS1.2.1a Identify one or more conditions a plant need in order to grow and survive (e.g., light, soil, water, space, and/or air).

LS1.2.2 Describe the things that animals need in order to grow and survive.
LS 1.2.2a Identify one or more conditions an animal needs in order to grow and survive (e.g., food, water, shelter, space, and/or air).

LS1.2.4 Identify the characteristics of living things.
LS1.2.4a Identify at least five of the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.5 Recognize that organisms are made of cells.

LS1.3.2 Identify similarities between parents and offspring.
LS1.3.2a Match offspring with parent (e.g., calf to a cow, chick to a hen, lamb to a sheep, puppy to a dog, acorn to oak tree, pinecone to pine trees).

LS1.3.3 Identify the life cycle of a familiar plant or animal.
LS1.3.3a Identify a life cycle for an organism that does not undergo metamorphosis (e.g., bear, rabbit).
LS1.3.3b Identify a life cycle for an organism that undergoes metamorphosis (e.g., butterfly).

LS2.1.1 Identify sources of energy for survival of organisms.
LS2.1.1a Identify that sunlight is the source of energy for plants.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.
LS3.1.1a Identify the responses of plants and animals to a change in their food supply.
LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes.
(Suggestion: Move a plant to a container and provide for its needs, and observe how the habitat change affects the plant.)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.
LS3.1.2a Match animals to their environment, e.g., camel in desert, polar bear in arctic.
(Suggestion: Select a white rabbit over a brown or black rabbit as better adapted to a snowy, winter environment.)

LS4.1.2 Identify patterns of human health and disease.
LS4.1.2a Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.).

Earth and Space Science

ESS1.1.1 Describe soils using their physical properties.
    ESS1.1.1a Distinguish soil from other objects or materials (e.g., grass, wood, leaves, paper, rubber, etc.).
    ESS1.1.1b Describe soil using one or more physical properties.
    (Suggestions: Feel soil; use microscope or hand lens to examine make-up of soil; select soil when given soil and grass etc.; describe or draw pictures of soil.)

    NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Describe rocks and minerals using their physical properties.

    ESS1.1.2b Describe rocks and minerals using one or more physical properties (See NOTES below) (e.g., compare rocks and minerals and (gems) in jewelry; do a hardness test; scratch for color; hammer on rocks and minerals to determine cleavage and fracture.)

    NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic).

    NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), streak (use power form of crystal and rub across unglazed streak plate), crystal shape, cleavage and fracture (how it breaks).

ESS1.1.3 Compare different soils to each other using their physical properties.
    ESS1.1.3a Match soils using one or more physical properties.
    ESS1.1.3b Sort soils using one or more physical properties.
    ESS1.1.3c Compare soils using one or more physical properties.
    (Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand, and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage property of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.
    ESS1.1.4a Match rocks and minerals using one or more physical properties.
    ESS1.1.4b Sort rocks and minerals using one or more physical properties.
    (Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.
    ESS1.1.5b Compare soils to rocks and minerals using one or more physical properties, (See NOTES on properties of soils, rocks, and minerals listed previously.)
    ESS1.1.5d Collect data about the properties of soils, rocks and minerals.
    (Suggestion: Visit quarry/landscape store; gather soil from various areas around the school; using various soils plant seeds to determine which soil is best for growing that plant; gather rocks in the area; use a rock tumbler; compare how much water a particular soil will hold (predict); create a chart that reflects the properties of types of the class's collected rocks; identify uses of rocks in the environment based on their physical qualities, such as walkways (hardness), building materials (color, beauty, luster, etc.).

ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks and air.)
    (Suggestions: Identify a basic earth material when given two different basic earth materials; compare the basic earth materials.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).

(Suggestions: Involve students in a scavenger hunt to find water, soil, rocks, and air; make a collage using magazine pictures of the four basic earth materials; observe videos and photographs, read books, build a home for a pet (fish, hermit crab); build a biosphere; work with balloons to understand air.)

ESS1.2.1 Identify the components and changes represented by the water cycle.
ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.
(Suggestions: Heat water on a hot plate to produce steam, then place a cold surface above the hot plate so the steam will condense into liquid water again; measure evaporation from a glass of water left on a windowsill or table; read or watch age appropriate materials; work with ice in a glass of water; make a diagram showing the relationships between ice, liquid water, and steam.)

ESS1.2.3 Identify the earth's surface and that it changes with time.
ESS1.2.3c Identify ways that the earth's surface changes with time (e.g., erosion of soils near drainage ditches, rock or mudslides in the news media).
(Suggestions: Keep an ant farm in the classroom to show visually how the surface and underground change; collect and discuss news photos/satellite pictures of areas before and after major storms.)

ESS1.2.4 Identify some changes on the earth that happen faster than others.
ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).
ESS1.2.4b Identify relatively slow changes to the earth's surface (e.g., a large rock slowly breaks down over many many years from water washing over it in a stream or river; compare photos of slowly moving glaciers taken in different years or a lake drying up over several years).
(Suggestion: compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.7 Identify that rocks change into other rocks.
ESS1.2.7a Match rocks by type to descriptions or pictures of igneous, sedimentary, and metamorphic rocks.
ESS1.2.7b Sort rocks into groups by type using descriptions, characteristics or pictures of each type.
ESS1.2.7c Compare igneous, sedimentary and metamorphic rocks.
(Suggestion: Match temperatures to different environments using pictures, match relative temperatures by observing clothing of people in different pictures; use 3 stream tables and set up ahead of time, w/sand and small rocks. While students are gone, move rock and sand w/wind (blow-dryer), glacier (ice) and water have students figure out what caused what caused the changes; have students create containers with sand pebbles, water, silt soil and shale to watch the layering – similar to sand art, break a rock into smaller pieces using a hammer; create a sand stone.)

ESS1.2.11 Identify geologic processes of fossil formation.
ESS1.2.11b Distinguish between fossils and other objects.

ESS1.2.13 Identify weather and seasonal changes throughout the year.
ESS1.2.13a Use observations and one or more data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation).
ESS1.2.13c Describe each season.

ESS1.2.13d Identify weather data collection tools (e.g. thermometer, weather/wind vane, rain gauge, wind sock, barometer) and what data they are used to collect
(Suggestions: Keep a daily record of air temperature, cloud observations, and precipitation, relative humidity by using a weather station; check the weather report in the newspaper each day; create weather instruments.)

ESS2.1.1 Identify the major effects the sun has on the earth.
ESS2.1.1a Collect data to show that the sun warms the earth during daytime.
ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.

ESS2.1.2 Identify the moon.

ESS2.1b Identify and record changes in the moon's appearance.

(Suggestion: Create an accurate picture of the moon and other nighttime objects in the sky; draw phases of the moon; chart on a class calendar the upcoming phases of the moon; chart on individual calendar the daily/nightly appearances of the moon; draw or cut phases of the moon from a newspaper.)

ESS2.1.3 Identify that Earth is a planet.
ESS2.1.3b Identify other planets in the solar system (e.g., work with globes, and models of the planets in the solar system, research the planets).

ESS3.1.1 Identify stars.
ESS3.1.1a Distinguish stars from other objects in the sky (e.g., moon, planets).
ESS3.1.1b Identify one or more constellations.
(Suggestions: Create tin can or construction paper constellations; expose students to various cultural stories/legends that explain where the constellations came from; create a night-time sky model that includes stars.)

Physical Science

PS1.1.1 Distinguish the physical properties of matter.
PS1.1.1e Use observations and data collection tools (e.g., timer, balance scale, ruler, thermometer) to sort objects into groups using one or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature).

PS1.1.2 Identify changes in the physical properties of matter.
PS1.1.2a Identify physical changes (e.g., freezing, melting, boiling, tearing paper).

PS1.2.1 Compare states of matter.
PS1.2.1d Compare the states of matter (e.g., solids have a definite shape and definite volume, liquids have a definite volume but take the shape of their container, gases have no definite volume or shape).

PS1.2.2 Identify how states of matter can change.
PS1.2.2a Identify how states of matter can change (e.g., solid to liquid - melting, liquid to gas - vaporization, gas to liquid -condensation, liquid to solid - freezing etc.).

PS1.3.1 Demonstrate an understanding of mass.
PS1.3.1b Identify that some objects are more massive than others.

PS1.3.1d Identify that the mass of a whole object is greater than the mass of each part of that whole object.
PS1.3.1e Compare the masses of objects measured.

PS1.4.1 Identify categories of matter.
PS1.4.1b Identify a mixture (e.g., peas and carrots, rocks and leaves, trail mix).
PS1.4.1c Identify solutions (e.g., Koolade, lemonade, hot chocolate).

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.1 Identify forms of energy.
PS2.1.1a Identify light energy (e.g., Identify shadows as places where light energy is blocked, make shadows with flashlights).
PS2.1.1c Identify heat energy (e.g., Identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.).
PS2.1.1e Identify mechanical energy. (e.g., Identify mechanical energy in the movements of a wheel chair or hand mixer.).

PS3.1.1 Describe the relationship between force and motion.
PS3.1.1c Make something move by pushing or pulling (applying force).
PS3.1.1e Identify that objects can move in different directions (e.g., horizontally, vertically, forward, backward).
PS3.1.1f Identify an object changing direction.
PS3.1.1g Identify one object moving faster/slower (speed) than another object.

PS3.2.1 Identify characteristics of magnetic forces.
PS3.2.1a Identify objects that are and are not attracted to magnets.

Content: Mathematics

Task: 10-1   Grade: 10

Structured Performance Task:
The student will participate in school, community and/or vocational monetary activities.

Targeted AAGSEs:
Whole numbers: Develop an understanding of cardinal numbers.

NO 1.5 Skip count by 10s starting with a number other than a multiple of 10 (e.g., starting at 12, use a hundreds' chart to count by 10s).

NO 1.6 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols and to demonstrate that the final number is the quantity of the set.

Whole numbers: Use place value by applying the concepts of equivalency in composing and decomposing numbers.

NO 2.1 Demonstrate that "10 is the base unit in the base-ten system by unitizing numbers up to 199 (e.g., 19 bundles of 10 and 9 singles is the same as 190+9 or 199.

NO 2.2 Demonstrate that digits have different values depending on their place (ones, tens, hundreds) (e.g., arrange two digits to make the largest number).

NO 2.3 Represent numbers in an expanded form (e.g., bundle of 10 and 7 singles; or 10 + 7; or 143= 100+40+3).

NO 2.4 Represent quantities in different ways by composing/decomposing numbers to show part-whole relations (e.g., 14= 7+7 and 14=9+5; 143=142+1 and 143=100+43).

Positive Fractional Numbers: Use decimals and percents to represent a part to whole relationship.

NO 4.1 Distinguish between decimal notations (e.g., 0.35), percents (e.g., 35%) and other numbers (e.g., 35).

NO 4.2 Identify decimals within a context of money, percents and/or metric units as part of 100 (e.g., show 10 pennies out of 100 is the same as $0.10; 30% or 2.5 centimeters).

NO 4.3 Demonstrate the relationship between percent and the original number (e.g., 33% off means a discount, or 15% increase means the number is greater than before).

Represent collections and numerical relations by connecting numerals to number words and the quantities both represent.

NO 6.5 Identify the larger of two written numbers.

Identify coins and/or bills.

NO 10.2 Identify bills: $1.00, $5.00, $10.00, and $20.00 bills.

Identify coin and/or bill value.

NO 11.2 Identify the value of bills and how they are related to each other: $1.00 as 100 pennies or 100¢, $5.00 as 5 $1.00, $10.00 as two $5.00 bills or 10 $1.00 bills, $20.00 as two $10.00 bills or 20 $1.00 bills.

Count and add a collection of coins and/or bills.

NO 12.3 Add like and unlike bills together to equal dollars and cents notation.

NO 12.3a Add like bills together to match dollar and cents notation.
NO 12.3b Add unlike bills together to match dollar and cents notation.
NO 12.4 Add bills together.
NO 12.5 Add bills and coins together to match cents and dollar notation.
NO 12.6 Make change from $5.00 or less.

Demonstrate fluency with basic addition and subtraction combinations (up to 10) regardless of strategy used.

NO 13.2 Use ==semi-concrete materials== (==hundreds' chart, number line==) to show more or less than the original number.
NO 13.3 Use ==semi-concrete materials== for addition and subtraction of number combinations (1-10).

Fluently knows number combinations (1-20) for addition and subtraction.

NO 14.1 Use ==strategies== to reason out unknown sums to 20 and their subtraction counterparts (e.g., counting-on, double plus or minus, making tens, using compensation, and/or using known facts).

Fluently adds and subtracts two digit multiples of ten.

NO 15.1 Use ==concrete== and ==semi-concrete materials== to show addition or subtraction with two digit multiples of ten.
NO 15.2 Use ==strategies== to solve addition or subtraction problems with multiples of 10 more or less than the original number (e.g., the sum of 30+20=30+10+10).

Add and subtract two digit numbers.

NO 16.1 Add and subtract two digit numbers with student identified ==strategy== (e.g., mental calculations, algorithms, counting up and counting down, using and ==semi-concrete materials==).

Make estimates of the number of objects in a set up to 20.

NO 17.1 Use comparisons to estimate size of a collection, up to 20, without counting (e.g., Are there enough chairs compared to the 20 students who need them?).
NO 17.2 Make estimates in a given situation and explain the reasonableness of the solution (e.g., If there are seven students andfive5 yards of ribbon and every students needs one yard of ribbon, is there enough ribbon for everyone? Explain your answer.)
NO17.2a Make estimates in a given situation (e.g., If there are eight students and ten yards of ribbon and every students needs one yard of ribbon, is there enough ribbon for everyone?).

Make estimates of the number of objects in a set up to 100.

NO 18.1 Estimate the size of a collection, up to 100, without counting (e.g., Are there more than 70 marbles in the jar?).

Apply appropriate properties of a number.

NO 19.2 Use ==composition and decomposition of numbers== to identify number families (e.g., 2+3 = 5, 3+2 = 5, 5-3 = 2, and 5-2 = 3).
NO 19.3 Identify or provide examples of the ==commutative property of addition== (e.g., 3+5 is the same as 5+3).
NO 19.4 Identify or show that adding zero to any number gives that number (==additive identity==) (e.g., 5+0=5).
NO 19.5 Identify or show that when adding 3 or more numbers, the order in which you combine them, does not matter (e.g., (3+5) + 2 = 3+ (5+2) (==associative of addition==).

Sample Standards-Based Activities:

- Buy materials for a class meal.
- Sell meals to faculty and staff.
- Work at school business.
- Stock vending machines.
- Make purchases in the community.
- Make a checking deposit at the bank.
- Plan a class fund raising event.

Content: Mathematics

Task: 10-2   Grade: 10

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:
The student will identify, interpret, and/or use patterns in school and/or community environments within an academic/vocational task.

Targeted AAGSEs:
Identify and extends to specific cases for a variety of patterns.

    FA 1.1 Recognize a simple repeating (A, B, A, B) pattern with concrete materials (e.g., pencil, pen, pencil, pen, pencil, pen in art class).

    FA 1.2 Create a simple repeating pattern with concrete materials/representation.

    FA 1.3.Extend a simple repeating pattern to the next one (e.g., A, B, A, B, A,…).

    FA 1.4 Recognize a growing pattern (numeric) (e. g., 1, 1-2, 1-2-3, 1-2-3-4, 1-2-3-4-5).

    FA 1.5 Create a simple growing pattern with concrete or semi-concrete representation (e.g., create a growing pattern on a hundreds' chart).

    FA 1.7 Identify the core unit of a simple repeating pattern (e.g., x,o,x,o,x, the xo is the core unit of this pattern).

Sample Standards-Based Activities:
- Identify and follow patterns in music class.
- Follow patterns in collating school materials.
- Use a pattern-related activity to assemble simple objects (e.g., creating table decorations, assembling displays)
- Identify patterns in a work schedule.
- Use a pattern set to complete a vocational job.
- Locate patterns in the environment (e.g., a store using building or room numbers, pricing or inventory codes, textiles).

Content: Mathematics

Task: 10-3   Grade: 10

CONTENT STRAND:
Functions and Algebra

Structured Performance Task:
The student will use mathematical concepts to solve everyday problems.

Targeted AAGSEs:
Demonstrate conceptual understanding of linear relationships as a <mark>constant rate</mark> of change
>   **FA 2.1** Identify and/or describe change in a <mark>constant rate</mark> of change between successive elements in a pattern in a variety of situations (e.g., When looking at a graph, student identifies the rate of change as being constant).

Demonstrate conceptual understanding of algebraic expressions
>   **FA 3.1** Represent mathematical situations by using a box, letter, symbol involving any one of the four operations.
>> **FA 3.1a** Recognize that a box, letter or other symbol represents an unknown quantity.
>> **FA 3.1b** Use numbers, letters, symbols, pictures and/or words to represent a mathematical situation involving addition and subtraction (e.g., A+3=∆-5).
>> **FA 3.1c** Use numbers, letters, symbols, pictures and/or words to represent a mathematical situation involving multiplication and division (e.g., YX3, ∆÷4).

Demonstrate conceptual understanding of <mark>equality</mark>
>   **FA 4.1** Show equivalence representations with two expressions (e.g., (1+3=2+2) or an equation (4+6=10).
>   **FA 4.2** Find the value that will make an open sentence true (e.g. $2 + \square = 7$).

Sample Standards-Based Activities:
- Complete a project involving observations about change (e.g., using a daily science log).
- Create a real-world problem and solve it (e.g., determine how many more of an item is needed to complete a project).
- Keep an inventory for a storeroom.
- Determine how to double or triple a recipe for a class party.
- Determine how much more money needs to be saved in order to make a purchase.

Content: Reading

Task: 10-4   Grade: 10

Structured Performance:
The student will read/experience text related to transition to adult life.

Targeted AAGSEs:

Student applies word identification and/or decoding strategies by

WID 1.1 Identifying pictures, symbols, objects, and words.

WID 1.1a Identifying pictures, symbols, objects, and words that represent self and others.

WID 1.1b Identifying pictures, symbols, objects, and words that represent actions and objects.

WID 1.1c Identifying pictures, symbols, objects, and words that represent some abstract meanings.

WID 1.2 Generalizing use of pictures, symbols, objects, and actions to identify their meaning (e.g., student applies skills in other school environments, the community and/or vocational settings).

WID 1.7 Reading high frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom, community, and/or vocational experiences. *****

WID 1.9 Using knowledge of sounds, syllable types, or word patterns (including word families) to identify regularly spelled multi-syllabic words. *****

WID 1.9a Identifying word families. *****

WID 1.9b Identifying prefixes and suffixes *****

* To meet these AAGSEs students must be reading letters and/or words as appropriate to meet the AAGSE. Pictures, objects, or symbols (e.g., Mayer Johnson Symbols) may not be used.

Student identifies the meaning of unfamiliar vocabulary by

V 2.1 Using provided cues (e.g., pictures, objects, textures, gestures, and/or words) to predict meanings.

V 2.2 Using context clues in text (words and illustrations) to predict words or meanings.

V 2.3 Using resources to connect unknown words to known words.

V 2.3a Using prior knowledge and personal word banks.

V 2.3b Using text features (e.g., illustrations, diagrams, charts).

V 2.3c Using glossaries, dictionaries, or thesauruses).

Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by

V 3.1 Identifying vocabulary (pictures, symbols, objects or words) that demonstrate knowledge of basic pragmatic functions (e.g., student refuses, uses comments and social words, asks questions, and requests clarifications).

V 3.2 Using that vocabulary to identify and/or describe objects and events, (e.g. student applies his/her vocabulary in school environments, in the community, and/or in vocational settings).
V 3.3 Identifying and/or using <mark>synonyms</mark> (e.g., big/large) and <mark>antonyms</mark> (e.g., hot/cold).
 V 3.4 Organize vocabulary.
  V 3.4a Organize vocabulary by category.
  V 3.4b Organize vocabulary by feature.
  V 3.4c Organize vocabulary by function.
 V 3.5 Selecting or explaining the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).
 V 3.6 Explaining that words may have multiple meanings (e.g., fall is a time of year and to fall is to trip).

Sample Standards-Based Activities:

- Read text for recreational information (e.g., YMCA, newspapers, movie listing, websites).
- Read an application (job, YMCA, video membership) in order to apply.
- Read a personal address book to address an envelope.
- Read directions (e.g., to assemble something, to find a location, to complete a task, to complete a recipe, for laundry care, and/or for food safety).
- Read store information (e.g., aisles, clearance, and /or sales) to make a purchase.
- Read health information (e.g., medicine labels, hazard warnings, and/or ingredients for diet restrictions) to make decisions.
- Read schedules (e.g., bus schedules, movie times, hours of operation, TV guides, and/or appointment schedules) to perform a task.
- Identify symbols/signs found in your community (e.g., hospital, school, crosswalk, caution, park, fire station, and/or telephone) to perform at task.

Content: Reading

Task: 10-5   Grade: 10

Structured Performance:
The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

Targeted AAGSEs:
Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by

LT 4.1 Identifying literary and/or describing elements in a story.
　　LT 4.1a Identifying the characters and setting.
　　LT 4.1b Identifying major events, problem/solution, or plot.
　　LT 4.1c Identifying or describing any significant changes in character or setting over time.
LT 4.2 Responding to simple questions about a story's content (e.g., student draws or reenacts part of a story).
LT 4.3 Retelling the key events in a story (e.g., the beginning, middle, and/or end of a story.
LT 4.4 Summarizing or ordering the major events, as appropriate to text (e.g., poem, story, play).
LT 4.5 Distinguishing between literary and informational text.
LT 4.6 Distinguishing among a variety of types of literary text, such as poetry, plays, fantasies, realistic fiction, or mysteries.

Student analyzes and interprets elements of literary texts (including texts read aloud or read independently) by

LT 5.1 Making predictions about what might happen next.
　　LT 5.1a Telling why the prediction was made.
　　LT 5.1b Making logical predictions based on evidence in the text.
　　LT 5.1c Explaining or supporting logical predictions.
LT 5.2 Identifying and/or describing the main characters' physical characteristics or personality traits.
　　LT 5.2a Providing examples of words or actions that reveal characters' personality traits.
　　LT 5.2b Identifying that a character's personality trait changes over time.
　　LT 5.2c Identifying a character's motives.
LT 5.3 Recognizing causes and effects.
　　LT 5.3a Making inferences about causes and effects.
LT 5.4 Making basic inferences about text.
　　LT 5.4a Making basic inferences about the problem, conflict, or solution.
LT 5.5 Identifying who is telling the story.
LT 5.6 Identifying literary devices as appropriate to genre such as, imagery, similes, and metaphors.

Student generates a personal response to what is read aloud or what is read independently through a variety of means by

LT 6.1 Connecting stories or other texts to personal experience, prior knowledge, or other texts.
LT 6.2 Providing relevant details to support the connections made.

Sample Standards-Based Activities:

- Through verbalization, writing, drawing or a dramatic presentation identify characters, traits, and changes over time.
- Create timelines or use Reader's Theater to retell or sequence a story.
- Sequence events from a story using words, cards, pictures, objects, symbols, assistive technology devices, and augmentative communication systems.
- Use authors circle to connect stories to other texts.
- Use a storyboard to identify characters.
- Use a story webs/ map to respond to simple questions about the story.
- Make inferences/predictions based on the title, cover and/or story; picture walks.
- Use story box materials to identify characters or setting.
- Use graphic organizers to identify cause and effect from a story plot.

Content: Reading

Task: 10-6   Grade: 10

Structured Performance:
The student will use <mark>informational text</mark> to plan or to follow directions to complete an activity, report, or other product.

Targeted AAGSEs:
Student demonstrates initial understanding of informational texts (expository and practical texts) by

IT 7.1 Identifying the features of <mark>informational texts</mark>.

   IT 7.1a Identifying the title, illustrations, photographs, captions.

   IT 7.1b Identifying headings/subheadings, charts, maps, diagrams.

   IT 7.1c Identifying bold face type, italics of informational texts.

IT 7.2 Obtaining information from the features of informational texts (e.g., student reads a prescription label).

IT 7.3 Using explicitly stated information to answer literal questions.

   IT 7.3a Using explicitly stated information related to the main idea or key details.

IT 7.4 Identifying the differences between different types of informational material (e.g., schedule vs. menu).

   IT 7.4a Identifying the purpose and/or characteristics of a variety of types of informational material.

IT 7.5 Locating and/or recording information to show understanding when given and/or provided a choice of organizational format.

IT 7.6 Charting, mapping, paraphrasing and/or summarizing the main/central idea and supporting details or purpose of an informational text to show understanding.

Student analyzes and interprets informational text, citing evidence as appropriate by

IT 8.1 Identifying the general topic of a text.

   IT 8.1a Identifying main/central idea and locating supporting details.

IT 8.2 Drawing basic inferences and/or conclusions.

   IT 8.2a Identifying the purpose of text.

IT 8.3 Recognizing and or making inferences about simple causes and effects within the text (e.g., When given a text about growing plants, student is able to answer the question, "What would happen if the plant has no sunlight?").

Sample Standards-Based Activities:
Extract information from a text to:
- Prepare a report/capstone portfolio.
- Create and follow directions to complete a product.
- Read a "to do list" to complete necessary tasks.
- Evaluate work on a job site.
- Use a timeline to complete a project.
- Create a resume, list previous experience, complete an application form, or write a cover letter.

Content: Writing

Task: 10-7   **Grade: 10**

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<u>REQUIRED</u> CONTENT STRAND:
Structures of Language and Writing Conventions

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Structured Performance Task:
The student will write as part of transition to adult life.

Targeted AAGSEs:
Student demonstrates command of the structures of sentences, paragraphs, and text by

SL 1.1 Creating pictures, symbols, objects, and/or words/oral language to communicate meaning.

SL 1.2 Demonstrating understanding that text (pictures, symbols, objects, and words) is written left to right, and top to bottom.

SL 1.3 Recognizing and distinguishing between letters and between letters and other written symbols.

SL 1.3a Recognizing and distinguishing between upper and lower case letters.

SL 1.3b Recognizing and distinguishing between letters and numbers.

SL 1.3c Recognizing and distinguishing between letters and punctuation marks.

SL 1.4 Expressing an idea with written language (symbols, letters, words, sentences).

SL 1.4a Writing letters (upper and/or lower case) or parts of words (e.g., first letter of word) to communicate an idea.

SL 14b Writing words, phrases, and simple sentences (subject and predicate) to communicate an idea.

SL 1.4c Using a variety sentence structures, such as, declarative, interrogative, simple, complex.

SL 1.5 Recognizing and using organizational structures within texts.

SL 1.5a Applying appropriate spacing when writing words and sentences.

SL 1.5b Distinguishing between sentences and paragraphs (e.g., indenting paragraphs or block format for paragraphs).

SL 1.6 Expressing ideas about a topic (sentences, paragraphs, texts).

SL 1.6a Establishing a central idea with some supporting details.

SL 1.6b Creating several simple related and ordered sentences (paragraph) to develop an idea/topic with some supporting details.

In independent writing, student demonstrates command of appropriate English conventions by

WC 9.1 Recognizing and spelling his/her own name correctly.

WC 9.1b Spelling his/her own first and last name, using correct capitalization.

WC 9.2 Spelling common/high frequency words correctly.

WC 9.3 Use capitalization correctly.

WC 9.3a Capitalizing names and the beginnings of sentences.

WC 9.3b Capitalizing proper nouns and titles of books.

WC 9.4 Using punctuation correctly.

WC 9.4a Using periods, question marks, exclamation points and commas (e.g., series, dates) correctly.

WC 9.6 Using parts of speech correctly.

WC 9.6a Using singular and plural forms of nouns.

WC 9.6b Using simple verb tenses and subject-verb agreement.

Sample Standards-Based Activities:

- Write a cover sheet for a résumé.
- Write an essay that details a student's plans for the future.
- Write a list of the student's needs (e.g. write information that summarizes routines for independent living; write information needed on the transition page for their IEP; write personal future plan/MAPs).
- Write a sequential list necessary for a vocational task.
- Complete an application/personal form (selecting appropriate information to include on a work application; describing likes and dislikes when completing a volunteer application; summarizing medical conditions on a health form).
- Summarize a job shadow experience, apprenticeship, or volunteer work to share with others.

Content: Writing

CONTENT STRAND:
Informational Writing

Structured Performance Task:
 The student will write to demonstrate membership in his/her school and/or community.

Targeted AAGSEs:
In informational writing, student organizes ideas and concepts by
- **IW 6.1** Independently listing or organizing steps of a procedure in a logical order.
  - **IW 6.1a** Using basic transitions in context (e.g., "first,"" then,"" next, "and "finally").
  - **IW 6.1b** Using numbering or lettering to identify steps in procedures in context.
- **IW 6.2** Identifying relevant details related to a topic.
  - **IW 6.2a** Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.).
  - **IW6.2b** Using an appropriate organizational text structure to develop main/controlling idea (e.g., by description, sequence, chronology, and compare/contrast).
- **IW 6.3** Selecting appropriate information to set the context.
  - **IW 6.3a** Creating an introduction that sets the context.
- **IW 6.4** Using transition words and phrases appropriate to text structure.
  - **IW 6.4a** Comparing/contrasting information.
- **IW 6.5** Writing a conclusion.

In informational writing, student effectively conveys purpose by
- **IW 7.1** Establishing a topic using pictures, symbols, objects, and/or words.
  - **IW 7.1a** Stating a topic and controlling idea about a topic (e.g., "Dogs" = topic; "Dogs make good pets" = controlling idea).
  - **IW 7.1b** Stating and maintaining a controlling idea about a topic.

In informational writing, students demonstrates use of a range of elaboration strategies by
- **IW 8** Identifying relevant information and details related to the topic.
  - **IW 8.1a** Identifying and including facts and details relevant to the focus/controlling idea.
  - **IW 8.1b** Identifying extraneous material.
  - **IW 8.1c** Excluding extraneous material.
  - **IW8.1d** Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images).

Sample Standards-Based Activities:
- Write what tools are needed for a task (listing what props are needed for a theater arts play).
- Write an email to a friend or family member.
- Write a thank-you note.
- Write a biography, description of club participation or special activities for the yearbook.
- Create a greeting card for a specific occasion.

- Write a letter regarding an important issue (letter to the editor, letter to the school principal, letter to a public official).
- Write a flyer for school/community fund raising.
- Write a sequential list necessary for a given task (e.g. planning for an event such as proms, homecoming, graduation, school plays, senior picnic).
- Write about desired places to go during spring break.

Content: Writing

Task: 10-9   **Grade: 10**

Structured Performance:
The student will write an <u>informational piece</u> related to vocational experiences.

Targeted AAGSEs:
In informational writing, student organizes ideas and concepts by
IW 6.1 Independently listing or organizing steps of a procedure in a logical order.
    IW 6.1a Using basic transitions in context (e.g., "first,"" then,"" next, "and "finally").
    IW 6.1b Using numbering or lettering to identify steps in procedures in context.
  IW 6.2 Identifying relevant details related to a topic.
    IW 6.2a Logically grouping ideas into predictable categories (e.g., what birds eat, where they live, etc.).
    IW 6.2b Using an appropriate organizational text structure to develop main/controlling idea (e.g., by description, sequence, chronology, and compare/contrast).
  IW 6.3 Selecting appropriate information to set the context.
    IW 6.3a Creating an introduction that sets the context.
  IW 6.4 Using transition words and phrases appropriate to text structure.
    IW 6.4a Comparing/contrasting information.
  IW 6.5 Writing a conclusion.

In informational writing, student effectively conveys purpose by
  IW 7.1 Establishing a topic using pictures, symbols, objects, and/or words.
    IW 7.1a Stating a topic and controlling idea about a topic (e.g., "Dogs" = topic; "Dogs make good pets" = controlling idea).
    IW 7.1b Stating and maintaining a controlling idea about a topic.

In informational writing, students demonstrate use of a range of elaboration strategies by
  IW 8.1 Identifying relevant information and details related to the topic.
    IW 8.1a Identifying and including facts and details relevant to the focus/controlling idea.
    IW 8.1b Identifying extraneous material.
    IW 8.1c Excluding extraneous material.
    IW 8.1d Including sufficient details or facts for an appropriate depth of information (e.g., naming, describing, explaining, comparing, or using visual images).

Sample Standards-Based Activities:
- Write a résumé to apply for a job.
- Write an essay about themselves discussing their plans for the future/vocational assessment (writing information that summarizes routines for independent living; student will write information needed on the transition page for their IEP; writing information on their personal future plan/MAPs).
- Write a sequential list necessary for a vocational task.

- Complete an application/personal form (selecting appropriate information to include on a work application; describing likes and dislikes when completing a volunteer application; summarizing medical conditions on a health form).
- Summarize a job shadow or apprenticeship/internship.

Content: Science

Task: 11-1   Grade: 11

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INQUIRY CONSTRUCT: Conducting
Use accepted methods for organizing, representing and/or manipulating data

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Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
Life Science

LS1.1.1 Distinguish between living and non-living things.
    LS1.1.1a Identify self as living, therefore needing food and water.
    LS1.1.1c Discriminate between living thing and non-living things.
    LS1.1.1d Sort living things from a group of livings and non-living things.
    LS1.1.1e Classify living things and non-living things into two groups.

LS1.1.2 Compare similarities and differences between organisms.
    LS1.1.2a Match similar organisms based on two or more external features (e.g., match two similar animals such as fish to fish and bird to bird).

    NOTE: Classification, sort and compare - depends on the selection of the organisms for degree of difficulty.

    LS1.1.2b Sort organisms based on two or more similar or different external features.
    LS1.1.2d Group organisms by two or more similarities.
    (Suggestions: Use a graphic organizer to show the common features of the organisms, such as fur, two legs. Use a Venn diagram to compare features of a group of organisms.)

LS1.1.3 Distinguish plants from animals.
    LS1.1.3c Distinguish a plant within a group of organisms.
    LS1.1.3d Distinguish an animal within a group of organisms.
    LS1.1.3h Compare similarities and differences between a plant and an animal.
    (Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.
    LS1.1.5g Compare the features of two different plants.

LS1.1.7 Classify organisms.

LS1.1.7a Identify one or more major group of organisms from a selection of different organisms. (Groups should include mammals, fish, amphibians, and reptiles.)

LS1.2.1 Describe the things that plants need in order to grow, survive, and reproduce.
LS1.2.1a Identify two or more conditions plants need to grow, survive and reproduce (i.e., light, water, air, space and food; reproduction: self pollination or cross pollination)**.**
LS1.2.1d Investigate what happens to a plant under different conditions, e.g., blue light instead of white light.

LS1.2.2 Describe the things that animals need in order to grow, survive, and reproduce.
LS 1.2.2a Identify two or more conditions an animal needs in order to grow, survive, and reproduce (i.e., food, water, shelter, space, and/or air).
LS1.2.2c Describe one or more conditions an animal needs in order to grow, survive, and reproduce (i.e., food, water, shelter, space, and/or air).

LS1.2.3 Identify adaptations within organisms that help them survive in their environment.
LS1.2.3a Identify two or more adaptations needed for survival in common animals, (e.g., adaptations such as claws, odor, teeth, tail, for defense, food/eating and maintaining body temperature).

LS1.2.4 Describe the ten characteristics of living things.
LS1.2.4a Identify the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).
LS1.2.4c Describe five of the ten characteristics of living things (i.e., need source of energy, need water, made of cells, movement, growth, respiration, excretion, response, reproduction, and life span/death).

LS1.2.5 Recognize that organisms are made of cells.
LS1.2.5c Recognize that some cells are specialized for certain functions.

LS1.3.2 Identify similarities between parents and offspring.
LS1.3.2b From up to 4 kinds of plants or animals, select the offspring that belongs with a given adult.

LS1.3.3 Sequence the life cycle of a familiar plant or animal.
LS1.3.3c Sequence a life cycle for an organism with similar appearance at each stage (e.g., bear, rabbit).
LS1.3.3d Sequence a life cycle for an organism that undergoes metamorphosis (e.g., butterfly).

LS2.1.1 Describe the sources of energy for survival of organisms.
LS2.1.1a Describe that sunlight is a source of energy for plants.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.
LS2.1.2d Describe the relationships between plants and animals by creating a simple food web.

LS2.1.3 Discuss living and non-living factors in an ecosystem.
LS2.1.3a Identify two or more living factors that affect organisms in an ecosystem (e.g., introduction of coyote to a forest, effects of a hurricane on an ecosystem, effect of pollution on an ecosystem).

LS2.1.3b Identify two or more non-living factors that affect organisms.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.

LS3.1.1a Identify the responses of plants and animals to a change in their food supply.

LS3.1.1b Identify the responses of plants and animals to habitat destruction or changes in habitat (e.g., flood, fire, housing developments).

LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes. (Suggestion: Move a plant to a container and provide for its needs, and observe how the habitat change affects the plant.)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.

LS3.1.2a Select the animal that can best live in a given environment when given a choice between two to four animals.
(Suggestion: Select a land animal over an aquatic animal.)

LS4.1.2 Identify patterns of human health and disease.

LS4.1.2a Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.).

Earth and Space Science

ESS1.1.1 Identify soils using their physical properties.

ESS1.1.1c Identify soils with specified physical properties.
(Suggestions: Feel soil; use microscope or hand lens to examine and describe make-up of soil or draw pictures of what they see.)

NOTE: Properties of soil include: color, texture/feel, size or shape of particles, structure, drainage, stoniness, easily eroded, and amount of organic material (e.g., decaying leaf or root parts).

ESS1.1.2 Identify rocks and minerals using their physical properties.

ESS1.1.2b Describe rocks and minerals using two or more physical properties.

NOTE: Properties of rocks include: color, texture/feel, size or shape of particles in them, hardness, and structure based on how they were formed (igneous, sedimentary, and metamorphic)

NOTE: Properties of minerals include: color (one or several), luster (how it reflects light), streak (use power form of crystal and rub across unglazed streak plate), crystal shape, cleavage and fracture (how it breaks).

ESS1.1.3 Compare different soils to each other using their physical properties.

ESS1.1.3b Sort soils using two or more physical properties.

ESS1.1.3d Classify soils by type (clay, sand, silt, loam) using two or more physical properties. (Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage properties of soils.)

ESS1.1.4 Compare different rocks and minerals to each other using their physical properties.

ESS1.1.4b Sort rocks and minerals using two or more physical properties.

ESS1.1.4c Compare rocks and minerals using two or more physical properties.

(Suggestions: Examine a variety of rocks and minerals, sort them into categories and compare rocks to each other, compare minerals to each other, and compare rocks to minerals.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.
   ESS1.1.5b Compare soils to rocks and minerals using two or more physical properties (see NOTES on properties of soils, rocks, and minerals above).
   ESS1.1.5g Complete charts showing hardness, color, streak, density, etc. of given rocks and minerals (e.g., create a Venn diagram to classify rocks, soils, and minerals according to their properties).

ESS1.1.6 Identify the four basic materials of the earth (i.e., water, soil, rocks and air.)

ESS1.1.7 Identify the uses of the four basic earth materials (i.e., water, soil, rocks and air).

ESS1.2.1 Identify the components and changes represented by the water cycle.
   ESS1.2.1d Identify the three forms of water in the water cycle.
   ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.
   ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).

ESS1.2.4 Describe some changes on the earth that happen faster than others.

   ESS1.2.4a Identify relatively fast changes to the earth's surface (e.g., flash floods, heavy rain and resulting erosion, several very hot days dry and crack the soil, larger rock breaks to make smaller rocks, earthquake, volcano erupts, a hurricane or tropical storm occurs).

   ESS1.2.4b Identify relatively slow changes to the earth's surface (e.g., a large rock slowly breaks down over many many years from water washing over it in a stream or river).

   ESS1.2.4c Compare the results of relatively faster and slower changes.
   (Suggestion: compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky Mountains which are higher and pointier.)

ESS1.2.7 Identify that rocks change into other rocks.
   ESS1.2.7a Match rocks by type to descriptions or pictures of igneous, sedimentary, and metamorphic rocks.
   ESS1.2.7d Identify rocks as igneous, sedimentary or metamorphic.

ESS1.2.8 Describe how rocks form.
   ESS1.2.8a Describe one way that rocks form from other rocks through erosion and deposition.
   (Suggestions: Observe rock from volcanoes; smash concrete with hammer to demonstrate production of sediments; Elmer's glue & sand to show compactness of sandstone.)

ESS1.2.11 Identify geologic processes of fossil formation.
   ESS1.2.11a Identify how fossils form.

ESS1.2.13 Identify weather and seasonal changes throughout the year.
   ESS1.2.13a Use observations and two or more data collection tools (e.g., wind vane, thermometer, rain gauge) to describe daily weather (e.g., clouds, cloud types, hot, cold, wet, dry, humidity, precipitation).

ESS1.2.15 Recognize that the atmosphere is made up of different layers.
    ESS1.2.15a Identify layers of the atmosphere.

ESS2.1.1 Identify the major effects the sun has on the earth.
    ESS2.1.1a Collect data to show that the sun warms the earth during daytime.
    ESS2.1.1b Collect data to show the difference in temperature between a shady spot and a sunny spot.
    ESS2.1.1d Identify the sun's position as it changes throughout the day, e.g., sunrise, noon, sunset, dawn, dusk.
    (Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.
    ESS2.1.2a Distinguish the moon from other objects in the sky.
    ESS2.1.2b Identify and record changes in the moon's appearance. (Suggestion: Keep a record of the appearance of the moon; draw phases of the moon; cut out pictures of the moon phases from newspapers.)

ESS2.1.3 Identify Earth is a planet.
    ESS2.1.3c Identify at least one characteristic of two or more planets other than Earth, e.g., size, distance from sun, number of moons, color, presence of rings, relative temperature.

ESS2.1.4 Identify the parts of the earth-moon-sun system and how they move.
    ESS2.1.4a Identify the parts of an earth-moon-sun model.

ESS3.1.1 Identify stars.
    ESS3.1.1a Distinguish starts from other objects in the sky, e.g., moon, planets.

Physical Science

PS1.1.1 Distinguish the physical properties of matter.
    PS1.1.1a Identify which object in a group has a specific physical property (e.g., size, shape, color, texture, smell, weight, mass, etc.)
    PS1.1.1b Identify two or more physical properties of common objects.
    PS1.1.1c Match objects using two or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature, flexibility).
    PS1.1.1e Use observations and data collection tools (e.g., timer, balance scale, ruler, thermometer, spring scale) to sort objects into groups using two or more physical properties (e.g., size, shape, color, texture, smell, weight, temperature, flexibility).

PS1.1.2 Identify changes in the physical properties of matter.
    PS1.1.2a Identify physical changes (e.g., freezing, melting, boiling, tearing paper).

PS1.2.1 Classify states of matter.

PS1.3.1 Demonstrate an understanding of mass.
    PS1.3.1a Measure the masses of objects using balances or see-saws.
    PS1.31b Describe that some objects are more massive than others.
    PS1.3.1c Measure the masses of a whole object and parts of that whole object.

PS1.3.1e Compare the masses of objects measured.

PS1.3.2 Identify conservation of matter.
PS1.3.2a Identify that the mass of a whole object is always the same as the sum of the masses of its parts.
PS1.3.2b Show that the mass of an object is the same before and after a physical change.

PS1.4.1 Identify categories of matter.
PS1.4.1b Identify a mixture (e.g., peas and carrots, rocks and leaves, trail mix).
PS1.4.1c Identify solutions, (e.g., Koolade, lemonade, hot chocolate).
PS1.4.1d Identify two or more physical changes (e.g., tearing paper, breaking a pencil, food color in water, evaporation, condensation, freezing or melting).
PS1.4.1e Sort substances into mixtures, solutions, and pure substances that are combined to make them.

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.1 Describe forms of energy.
PS2.1.1a Describe light energy. (e.g., Identify shadows as places where light energy is blocked; make shadows with flashlights.)

PS2.1.1b Describe sound energy. (e.g., Identify sound vibrations as sound energy by plucking guitar strings, feeling drums vibrate, feeling cell phones vibrate, seeing salt vibrate on a drum.)

PS2.1.1c Describe heat energy. (e.g., Identify the sun's feeling of warmth as heat energy. Take the students outside on a sunny day and use a solar cooker to cook hot dogs.)

PS2.1.2 Identify different magnitudes of energy.
PS2.1.2a Identify differences in heat absorption. (Suggestion: Feel how a dark material becomes hotter than a light material when they are left in the sunlight for the same amount of time.)
PS2.1.2b Identify differences in sound energy (e.g., hitting a drum softly produces small vibrations, hitting a drum hard produces larger vibrations).
PS2.1.2c Identify differences in mechanical energy (e.g., toy car moving slowly versus a toy car moving quickly).

PS3.1.1 Identify the relationship between force and motion.
PS3.1.1b Identify something as moving or not moving.
PS3.1.1c Make something move by pushing or pulling (applying force).
PS3.1.1d Identify the initial and final positions of an object that moves.

PS3.2.1 Identify characteristics of magnetic forces.
PS3.2.1a Identify objects that are and are not attracted to magnets.
PS3.2.1b Sort objects into those that are attracted to magnets and those that are not attracted to magnets.
PS3.2.1d Recognize that magnets have poles that repel and attract each other.

PS3.3.1 Identify the effect of gravity on objects.
PS3.3.1b Identify that objects fall because of the pull of the Earth's gravity.

Content: Science

Task: 11-2   **Grade: 11**

INQUIRY CONSTRUCT: Analyzing
Use evidence to support and/or justify interpretations and/or conclusions or explain how the evidence refutes the hypothesis

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Structured Performance Task:
Student will demonstrate the concept within a science investigation, which includes observing/questioning, planning, conducting and analyzing.

Targeted AAGSEs:
Life Science

LS1.1.1 Distinguish between living and non-living things.
    LS1.1.1c Discriminate between living things and non-living things.
    LS1.1.1d Sort living things from a group of living and non-living things.
    LS1.1.1e Classify living things and non-living things into two groups.

LS1.1.2 Compare similarities and differences between organisms.
    LS1.1.2b Sort organisms based on two or more similar or different external features.
    LS1.1.2c Compare two or more external features of a group of organisms.

LS1.1.3 Distinguish plants from animals.
    LS1.1.3g Distinguish an organism as a plant or an animal.
    LS1.1.3h Compare similarities and differences between a plant and an animal.
    (Suggestion: Use a Venn diagram or other graphic organizer.)

LS1.1.4 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to animals (including self).

LS1.1.5 Use observations and data collection tools (e.g., hand lens, dissecting microscope) to identify external features common to familiar plants.

LS1.1.6 Associate functions with the external features of animals.

    LS1.1.6a Identify structures that specific animals use to move, such as legs, wings, tails, fins, etc.

    LS1.1.6b Identify features that animals use to protect themselves such as shells (e.g., snail), claws (e.g., tiger), quills (e.g., porcupine), color of skin or fur, etc.

    LS1.1.6c Compare how animals obtain food using structures or characteristic features such as beaks, claws, fast speed, good eyesight, sense of smell, etc.

LS1.1.8 Associate the external features of plants with their functions.

LS1.2.1 Describe the things that plants need in order to grow, survive, and reproduce.

LS1.2.1a Identify two or more conditions plants need to grow, survive and reproduce (i.e. light, water, air, space and food).
LS1.2.1d Describe one or more conditions a plant needs in order to grow, survive, and reproduce (e.g., light, soil, water, air, and/or space; reproduce: self pollination or cross pollination).

LS1.2.2 Describe the things that animals need in order to grow, survive, and reproduce.
LS1.2.2d Investigate what happens to an animal under different conditions, e.g., different temperatures

LS1.2.3 Identify adaptations within organisms that help them survive in their environment.
LS1.2.3a Identify two or more adaptations needed for survival in common animals (e.g., adaptations such as claws, odor, teeth, tail, for defense, food/eating and maintaining body temperature).

LS1.2.5 Recognize that organisms are made of cells.

LS1.3.4 Compare life cycles of different organisms.
LS1.3.4a Compare life cycles of two or more plants.
LS1.3.4b Compare life cycles of two or more animals.

LS2.1.1 Describe the sources of energy for survival of organisms.
LS2.1.1b Describe that some animals get their energy (food) by eating plants.
LS2.1.1c Describe that some animals get their energy (food) by eating other animals.

LS2.1.2 Describe the relationships between plants and animals that depend on each other for food.

LS2.1.3 Discuss living and non-living factors in an ecosystem.
LS2.1.3d Describe the impact of various living (e.g., disease, population shifts, non-native invasive species) and non-living (e.g., flood, drought, fires) factors on organisms.

LS3.1.1 Identify the responses of plants and animals to changes in their environment.
LS3.1.1a Identify the responses of plants and animals to a change in their food supply.
LS3.1.1b Identify the responses of plants and animals to habitat destruction or changes in habitat (e.g., flood, fire, housing developments).
LS3.1.1c Identify the responses of plants and animals to seasonal and weather-related changes. (Suggestion: Move a plant to a container and provide for its needs, and observe how the habitat change affects the plant.)

LS3.1.2 Recognize that some organisms are better adapted for specific environments than other organisms.
LS3.1.2a Select the animal that can best live in a given environment when given a choice between two to four animals.
(Suggestion: Select a land animal over an aquatic animal.)

LS4.1.2 Identify patterns of human health and disease.
LS4.1.2a Identify signs or feelings of being sick, hurt/injured, or discomfort (e.g., cut on finger, headache, dizziness, etc.)
LS4.1.2b Identify the connection between hygiene and wellness.

LS4.1.3 Compare voluntary to involuntary body responses.

LS4.1.4 Compare instinctual to learned behaviors.

Earth and Space Science

ESS1.1.3 Compare different soils to each other using their physical properties.
ESS1.1.3c Compare soils using two or more physical properties.
ESS1.1.3d Classify soils by type (clay, sand, silt, loam) using two or more physical properties.
(Suggestions: Provide bowls with organic soil/loam, clay, silt, and sand and have students describe and compare the different soils. Conduct tests to see differences in percolation/drainage properties of soils.)

ESS1.1.5 Compare rocks and minerals to soils using their physical properties.
ESS1.1.5e Use data to accept or reject prediction/hypotheses about physical properties of soils, rocks and minerals.
ESS1.1.5f Indicate why some earth materials are classified together and some are not.
(Suggestions: Choose the one that doesn't belong by feeling rocks, comparing rocks and minerals (gems) in jewelry; doing a hardness test, scratch for color, hammer on minerals to show fracture.)

ESS1.1.7 Identify the uses of the four basic earth materials (water, soil, rocks and air).
ESS1.1.7e Determine the best earth materials for specific purposes.
(Suggestions: Drink (taste) water; use water - plants/animals/vapor or list their uses; grow plants in soil; touch & use rocks – build a model wall/house, build a model dam; raise a guppy in a jar with a plant to demonstrate that the guppy needs water and air and the plant recycles the carbon dioxide and provides oxygen for the guppy.)

ESS1.2.1 Identify the components and changes represented by the water cycle.
ESS1.2.1e Identify the water cycle and its parts, including evaporation, precipitation, run-off, condensation, groundwater, and transpiration.
ESS1.2.1f Identify the changes between the parts of the water cycle (with arrows).
ESS1.2.1g Use arrows to show the relationship between the parts of the water cycle.
(Suggestions: Identify the water cycle and its parts; observe steam in bathroom and compare to rain, observe condensation on a mirror and compare to rain; label a transparency showing the water cycle and show with an overhead projector; fill a graduated jar with water and let the water evaporate and student observe change, observe leaves through the microscope to see openings where transpiration occurs.)

ESS1.2.2 Identify that water moves rocks and soils.
ESS1.2.2a Identify the different ways water moves rocks and soils (e.g., floods, tides. raindrops, rivers, etc.).
ESS1.2.2c Communicate an understanding of erosion.
(Suggestions: Use a stream table to do different investigations with rocks and soils and water intensities observe erosion in the schoolyard if possible, observe pictures of floods, tides etc., use an Environmental Control Unit (ECU) and a switch for different investigations; use water to make rocks move.)

ESS1.2.3 Identify the earth's surface and that it changes with time.

ESS1.2.3a Identify the surface and core of different objects or materials as models of the earth's surface (e.g., egg, ball, orange, globe).

(Suggestion: Give students a globe and have them indicate on the globe where the surface is, where the earth's atmosphere is, and describe where the core is.)

ESS1.2.3c Identify ways that the earth's surface changes with time (e.g., erosion of soils near drainage ditches, rock or mudslides in the news media).

(Suggestions: Keep an ant farm in the classroom to show visually how the surface and underground change; collect and discuss news photos/satellite pictures of areas before and after major storms.)

ESS1.2.3d Explore models of the earth showing the crust, mantle and core. (The idea that there are different layers in the earth is important, not the ability to identify the names of the layers.) (Suggestions: Make models of the layers of the earth, using various materials, such as colored clay.)

ESS1.2.4 Describe some changes on the earth that happen faster than others.
ESS1.2.4c Compare the results of relatively faster and slower changes (Suggestion: compare smooth rocks collected from a stream to breaking a rock quickly; compare pictures of older – and smoother - mountains on the East coast of the US to younger Rocky mountains which are higher and pointier).

ESS1.2.5 Identify how air and water can have different temperatures.
   ESS1.2.5c Predict temperature in various environments.
   ESS1.2.5d Compare air temperatures to water temperatures in the same environment.
   (Suggestion: Feel cool water and warm water, feel how the air above an ice cube is cooler than the air above a warm object.)

ESS1.2.6 Describe how wind and water shape land.

   ESS1.2.6a Describe how erosion by wind, water (including floods), and glaciers shapes land.

ESS1.2.8 Describe how rocks form.
   ESS1.2.8c Describe one way that rocks form from alteration by heat and pressure. (Suggestions: Observe rocks from volcanoes; smash concrete w/ hammer to demonstrate production of sediments; Elmer's glue & sand to show compactness of sandstone.)

ESS1.2.9 Represent processes of the rock cycle in words, models or diagrams.
   ESS1.2.9a Identify the parts of the rock cycle.
   ESS1.2.9b Identify the changes represented in the rock cycle.
   ESS1.2.9c Create a representation of the rock cycle.
   (Suggestions: Draw pictures of the rock cycle or label a diagram of the rock cycle.)

ESS1.2.10 Investigate volcanoes, faults and earthquakes and how they are related.
   ESS1.2.10d Recognize the relationships between and among volcanoes, earthquakes and faults. (Suggestions: Observe/feel/hear videos, pictures, models, simulate earth questions, model of a volcano; graham cracker and frosting activity to show faults and movement; create a 'town' between two desks and move desks to simulate earthquake; fossils – plaster of paris; leaf press; on a map place pictures of volcanoes and earthquakes to find the connection; build a tower out of blocks and knocking it down to simulate the effects of an earthquake.)

ESS1.2.12 Identify the patterns of landforms and geologic processes.
   ESS1.2.12a Identify fossil patterns, e.g., similar fossils from different parts of the world.

ESS1.2.12b Identify patterns of earthquake, fault, and volcano location, e.g., ring of fire, mid-Atlantic Ridge.
(Suggestions: Compare similar fossils that were found at different locations; plot volcano and earthquake locations on a map of the world.)

ESS1.2.15 Identify that the atmosphere is made up of different layers.
ESS1.2.15b Describe the layers of the atmosphere.
(Suggestion: Make and label diagrams of the atmospheric layers.)

ESS2.1.1 Identify the major effects the sun has on the earth.
ESS2.1.1c Describe the night/day differences in temperature to the sun's position in the sky.
ESS2.1.1d Identify the sun's position as it changes throughout the day (e.g., sunrise, noon, sunset, dawn, dusk).
(Suggestion: Record temperature every hour in their weather station; record where the sun is in the sky at different times during the day; compare the temperature when the sun is behind clouds to the temperature when the sun is shining.)

ESS2.1.2 Identify the moon.
ESS2.1.2b Identify and record changes in the moon's appearance.
ESS2.1.2c Compare the daily times the moon becomes visible throughout the year. (Suggestion: Keep a record of the appearance of the moon and other objects in the sky; draw phases of the moon; cut out pictures of the moon phases from newspapers.)

ESS2.1.6 Recognize the impact of gravity on objects in the solar system.
ESS2.1.6b Recognize examples of the actions of gravity.
(Suggestion: Drop different objects; observe what happens, and record results of these investigations.)

ESS3.1.1 Identify stars.
ESS3.1.1b Identify two or more constellations.
(Suggestions: Create tin can or construction paper constellations; expose students to various cultural stories/legends that explain where the constellations came from; create a night-time sky that includes stars.)

Physical Science

PS1.1.1 Distinguish the physical properties of matter.
PS1.1.1b Identify common objects using two or more physical properties.
PS1.1.1d Compare objects using two or more physical properties, e.g., size, shape, color, texture, smell, weight, mass, temperature, flexibility.
PS1.1.1f Indicate which object from a group of two or three objects has the greater density.
(As determined from 1.1.1g, density is mass/volume.)
PS1.1.1h Describe why objects are grouped together.

PS1.1.2 Identify changes in the physical properties of matter.
PS1.1.2b Describe physical changes.

PS1.2.2 Identify that states of matter can change
PS1.2.2a Identify that states of matter can change, e.g., solid to liquid - melting, liquid to gas - vaporization, gas to liquid -condensation, liquid to solid - freezing etc.

PS1.2.2b Identify that states of matter can change by adding or subtracting energy, e.g., heating and cooling.

PS1.3.1 Demonstrate an understanding of mass.
PS1.3.1b Describe that some objects are more massive than others.
PS1.3.1d Describe that the mass of a whole object is greater than the mass of each part of that whole object.
PS1.3.1f Compare the masses of objects of equal volume made of different substances.

PS1.3.2 Identify conservation of matter
PS1.3.2a Identify that the mass of a whole object is always the same as the sum of the masses of its parts.

PS1.4.1 Identify categories of matter.
PS1.4.1f Recognize compounds, (e.g., sugar is a compound: heat it and it burns (chemical change) into a new substance - carbon, water vapor and carbon dioxide).

NOTE: Salt, sugar and water are compounds which means they are substances made of two or more elements which have combined chemically.

PS2.1.3 Identify that energy can be transformed from one form to another.

PS2.2.1 Identify physical and chemical changes.
PS2.2.1c Identify that in a physical change the substance stays the same although the appearance might change.
PS2.2.1d Identify that when chemical changes occur the substance changes into something different (a new substance with new and different characteristics).

PS3.1.1 Identify the relationship between force and motion.
PS3.1.1h Describe how a different amount of force on the same object causes different amounts or speeds of movement, e.g., a harder push or pull.

PS3.2.1 Identify characteristics of magnetic forces.
PS3.2.1b Sort objects into those that are attracted to magnets and those that are not attracted to magnets.
PS3.2.1c Predict whether an object will be attracted to a magnet.

APPENDIX B

Student Samples

Data Summary Sheet for Mathematics, Reading, and Writing

Student Name: ____Christine_____   **Grade**: _____3_____

CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Initial Understanding, Analysis, & Interpretation of Literary Text (LT)	**Structured Performance Task#**__35-5__ **Description:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

AAGSE # _LT 4.2_____ **Description:** Responding to simple questions about a story's content (e.g. student draws or reenacts part of a story).

	Collection Period 1 Oct. 6 – Nov. 14, 2008				**Collection Period 2** Jan. 12 – Feb. 6, 2009				**Collection Period 3** March 16 – April 9, 2009			
Date	11/05	11/10	11/14		1/23	1/30	2/5		3/26	4/3	4/8	
Data Type	DP	DP	SDF		DP	DP	SDF		DP	SDF	DP	
Accuracy %	0	75	100		29	50	67		80	100	100	
Independence %	0	50	25		29	17	67		80	88	100	
Levels of Assistance				Average				Average				Average
Auditory **Prompt %**	50	25	75	50	14	16	16	15	20	12	0	11
Visual **Prompt %**	50	25	0	25	57	50	17	41	0	0	0	0
Physical **Prompt %**	0	0	0	0	0	17	0	6	0	0	0	0
Average % for Collection Period	Accuracy: 58				Accuracy: 49				Accuracy: 93			
	Independence: 25				Independence: 38				Independence: 89			

Least to Most Assistance (vertical arrow, left margin)

Data Type Key: DP= Data Point SDF=Student Documentation Form

Student Documentation Form for Mathematics, Reading, and Writing

☐ **Check box if Student Product or Photograph is attached**.

Student Name: <u>Christine</u>	Date: <u>11/14</u>	Data Collection Period: 1<u>_X_</u> 2<u>___</u> 3<u>___</u>

CONTENT: ☐ Mathematics
    ☑ **Reading**
    ☐ **Writing**
	CONTENT STRAND:
	Initial Understanding, Analysis, & Interpretation of Literary Text (LT)
		Structured Performance Task#__35-5__
		Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

AAGSE # _LT_4.2 **Description:** Responding to simple questions about a story's content (e.g. student draws or reenacts part of a story).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

During Reader's Workshop, students choose from a variety of books at their reading and interest level. During their daily reading time, students are asked to either respond to their books by answering specific questions or to retell the story to a peer or teacher. The student's response serves as a check for reading comprehension.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Using a picture board with 8 symbols related to the story, Christine answered questions about the story. Christine answered questions about the main character (a dog), the setting (the park), and major events in the story (dog was lost).

Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Christine answered correctly 4 out of 4 questions with an accuracy of 100%.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.** Christine independently answered 1 question out of 4. She needed an auditory content related prompt to answer the remaining 3 questions. Her independence level was 25%.
Level of Accuracy ____100____%	**Level of Independence** ____25____%

Teacher's Initials _____TT_____

Student Documentation Form for Mathematics, Reading, and Writing
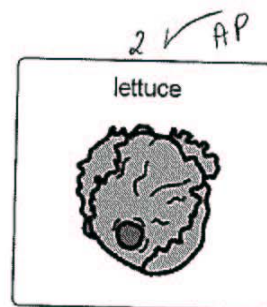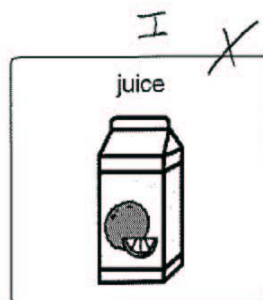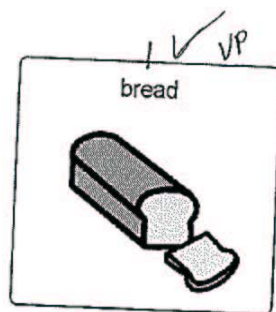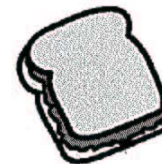☑ **Check box if Student Product or Photograph is attached**.

Student Name: Christine		Date: 2/5	Data Collection Period: 1___ 2 **X** 3___
CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Initial Understanding, Analysis, & Interpretation of Literary Text (LT)		**Structured Performance Task#__35-5__** **Description:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

AAGSE # _LT_4.2_ **Description:** Responding to simple questions about a story's content (e.g. student draws or reenacts part of a story).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

As part of the third grade curriculum, students are learning about nonfiction stories and, demonstrating their comprehension by creating "how to" stories. Christine chose a non-fiction story called *The Sandwich*.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Christine read *The Sandwich* with teacher assistance. She responded to 6 questions about the order of events (e.g. What came first? What came next?) . When re-reading the book, Christine selected the picture symbols to answer questions about how to make a sandwich. Christine glued 6 pictures on her "how to" story sheet.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Christine answered correctly 4 out of 6 questions for an accuracy level of 67%.	Christine independently answered 4 questions out of 6. She needed an auditory content related prompt to answer a question about the step involving lettuce and a visual prompt (pointing to the bread on the page in the book) for one question. Her independence level was 67%.
Level of Accuracy ____67_____%	**Level of Independence** _____67_____%

Teacher's Initials _____TT_____

2/5
Christine

How to make a sandwich

1 ✓ VP
bread

I ✗
juice

2 ✓ AP
lettuce

I ✗
candy

I 3 ✓
lunch meat

I 4 ✓
bread
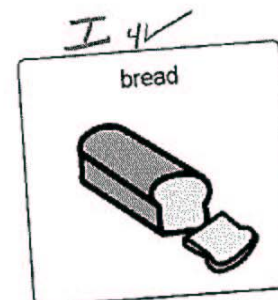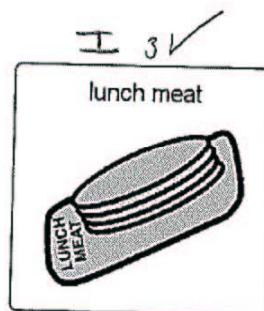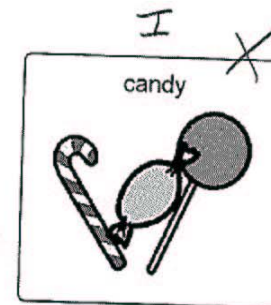
67% Accurate
4 Ind.
1 Audio Prompt
1 Visual Prompt

Teacher: TT

Student Documentation Form for Mathematics, Reading, and Writing
☐ **Check box if Student Product or Photograph is attached**.

Student Name: Christine	**Date:** 4/3	**Data Collection Period: 1___ 2___ 3_X_**

CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Initial Understanding, Analysis, & Interpretation of Literary Text (LT)	**Structured Performance Task#__35-5__** **Description:** The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.

AAGSE # _LT_4.2_ **Description:** Responding to simple questions about a story's content (e.g. student draws or reenacts part of a story).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Students are learning about community helpers and their specific jobs and skills.   The class read the text, *Busy People* together and then answered questions about the content.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Christine responded to several questions about the characters in the book. When shown a picture of a specific character and asked, "What does this character use?", Christine selected the "prop" that matched the job of the character (e.g. thermometer-doctor, fire hat-firefighter).

Evaluation of Student's Performance	
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Christine answered correctly 8 out of 8 questions for an accuracy level of 100%.	Christine answered 7 questions out of 8 without assistance for an accuracy level of 89%. She needed an auditory prompt to answer 1question about the painter.
Level of Accuracy _____100_____%	**Level of Independence _____89_____%**

Teacher's Initials _____TT_____

Data Summary Sheet for Mathematics, Reading, and Writing
☐ **Check box if Student Product or Photograph is attached.**

Student Name: _____Lucas_____   **Grade**: _____4_____

CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Word Identification Skills/Vocabulary (WID/V)	**Structured Performance Task#__35-4___** **Description:** The student will read/experience text related to school and/or community.

AAGSE # _WID 1.4 ____**Description:** Recognizing most letters in text and in the environment.

	Collection Period 1 Oct. 6 – Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb. 6, 2009				Collection Period 3 March 16 – April 9, 2009			
Date	11/02	11/9	11/12		1/23	2/3	2/5		3/25	4/3	4/8	
Data Type (DP or SDF)	DP	DP	SDF		DP	SDF	DP		DP	SDF	DP	
Accuracy %	20	43	100		14	57	71		75	75	100	
Independence %	0	14	29		14	57	71		75	75	100	
Levels of Assistance				Average				Average				Average
Auditory Prompt %	0	0	42	14	0	29	0	10	0	13	0	4
Visual Prompt %	100	86	29	72	86	14	29	43	25	12	0	12
Physical Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 54				Accuracy: 47				Accuracy: 83			
	Independence: 14				Independence: 47				Independence: 83			

(Left margin arrow: Least to Most Assistance)

Data Type Key: DP= Data Point SDF=Student Documentation Form

Student Documentation Form for Mathematics, Reading, and Writing
☑ **Check box if Student Product or Photograph is attached.**

Student Name: Lucas	Grade: 4	Date: 11/12	Data Collection Period: 1_X_ 2___ 3___

CONTENT: ☐ Mathematics ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Word Identification Skills/Vocabulary (WID/V)	**Structured Performance Task#__35-4__** **Description:** The student will read/experience text related to school and/or community.

AAGSE # _WID 1.4_ **Description:** Recognizing most letters in text and in the environment.

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Students are encouraged to read all environmental print, including words around the school. Community Letter Bingo is an activity where students walk around the school and look for signs and bulletin boards that contain letters on their bingo board. The students later used this information to create a map of the school.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Using a bingo board and a clipboard and pencil, Luke and a teacher or peer walk around the school until they find some kind of sign, poster, or written word. Once they stop at a sign, the teacher or peer point to one letter on that sign. Luke must find the letter on his bingo board and circle it. Once all students completed this activity they used their Bingo sheets to create a map.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Lucas was able to identify all 7 upper-case letters correctly (B, A, P, E, M, U, S) for an accuracy level of 100%.	Lucas independently recognized 2 letters out of 7 letters (U, S). His independence level was 29% .He needed an auditory prompt to find 3 letters (B, A, E) and a visual prompt for the 2 letters (P, M).
Level of Accuracy ____100_____%	**Level of Independence** _____29_____%

Teacher's Initials _____TT_____

Student Documentation Form for Mathematics, Reading, and Writing

Community Letter BINGO

11-12

Lucas

B (Auditory Prompt) ✓	**A** (Auditory Prompt)	**P** (Visual Prompt)
E (Auditory Prompt)	**M** (Visual Prompt) ✓	
U (Independent) ✓	**S** (Independent)	

100% accurate

(T.T.)

2 Ind.
3 Auditory
3 Visual

☑ **Check box if Student Product or Photograph is attached.**

Student Name: Lucas	**Grade:** 4	**Date:** 2/8	**Data Collection Period: 1___ 2 X_ 3___**

CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Word Identification Skills/Vocabulary (WID/V)	**Structured Performance Task#__35-4__** **Description:** The student will read/experience text related to school and/or community.

AAGSE # _WID 1.4 **Description:** Recognizing most letters in text and in the environment.

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

As part of fourth grade classroom instruction, students are expected to label their work with their first and last names. The class is creating a journal entry that will be displayed on the classroom bulletin board. Lucas is expected to correctly identify the letters of his name (first and last) using a label maker to place on his work.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Using a visual model of his name, Lucas identified and then typed the correct letters of his first and last name (L B P E M U S). Lucas' journal entry was put on the bulletin board.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Lucas correctly typed 4 out of 7 letters of his name, with an accuracy of 57%. (He identified L, B, P, E correctly)	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.** Lucas independently recognized 4 letters out of 7. He needed a auditory prompt (29%) for the letters M and U and a visual prompt (14%) for the letter S. His independence level was 57%.
Level of Accuracy ____57_____%	**Level of Independence _____57_____%**

Teacher's Initials _____TT_____

Student Documentation Form for Mathematics, Reading, and Writing
☑ Check box if Student Product or Photograph is attached.

Student Name: Lucas	Grade: 4	Date: 4/3	Data Collection Period: 1___ 2___ 3_X_

CONTENT: ☐ Mathematics ☑ Reading ☐ Writing	CONTENT STRAND: Word Identification Skills/Vocabulary (WID/V)	Structured Performance Task#__35-4__ Description: The student will read/experience text related to school and/or community.

AAGSE # _WID 1.4_ **Description:** Recognizing most letters in text and in the environment.

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

In connection with the classroom's "community" theme, the students read several texts related to community helpers (e.g. firefighter, police officer, messenger, and carpenter) and the signs these helpers might use in their jobs. Students went through the books and identified the signs used by the community helpers, and separated them by the helper likely to use the signs.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

As Lucas found the signs STOP and EXIT, he typed the letters into an adapted keyboard on the computer. Lucas had 8 opportunities to correctly recognize these letters.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Lucas accurately typed 6 letters correctly (T, O, P, E, X, T) out of 8 which yielded an accuracy of 75%	Lucas independently typed 6 letters out of 8 (75%). He required an auditory prompt on the letter I (12.5%) and a visual prompt on the letter S (12.5%).
Level of Accuracy ____75_____%	**Level of Independence** _____75_____%

Teacher's Initials _____TT_____

Data Summary Sheet for Mathematics, Reading, and Writing

Student Name: _____Lucas_____   **Grade**: _____4_____

CONTENT: ☐ Mathematics ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Word Identification Skills/Vocabulary (WID/V)	**Structured Performance Task#**__35-4___ **Description:** The student will read/experience text related to school and/or community.

AAGSE # _V 3.5___ **Description:** Selecting appropriate word to use in context (e.g. student uses pictures to complete sentences or storyboards).

	Collection Period 1 Oct. 6– Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb. 6, 2008				Collection Period 3 March 16 – April 9, 2007			
Date	10/12	11/4	11/6		1/23	2/3	2/15		3/25	4/3	4/6	
Data Type (DP or SDF)	DP	DP	SDF		DP	SDF	DP		DP	DP	SDF	
Accuracy %	50	50	100		50	50	75		57	86	100	
Independence %	50	0	100		50	50	75		57	71	100	
Levels of Assistance				Average				Average				Average
Auditory Prompt %	25	25	0	17	25	50	25	33	43	29	0	24
Visual Prompt %	25	75	0	33	25	0	0	8	0	0	0	0
Physical Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 67				Accuracy: 58				Accuracy: 81			
	Independence: 50				Independence: 58				Independence: 76			

Least to Most Assistance

Data Type Key: DP= Data Point SDF=Student Documentation Form

Student Documentation Form for Mathematics, Reading, and Writing
☑ **Check box if Student Product or Photograph is attached.**

Student Name: Lucas	**Grade:** 4	**Date:** 11/6	**Data Collection Period: 1_X_ 2___ 3___**

CONTENT: ☐ **Mathematics** ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Word Identification Skills/Vocabulary (WID/V)	**Structured Performance Task#__35-4__** **Description:** The student will read/experience text related to school and/or community.

AAGSE # _V 3.5_ **Description:** Selecting appropriate word to use in context (e.g. student uses pictures to complete sentences or storyboards).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

Fourth grade students are reading stories about different occupations as part of an integrated Social Studies and Reading unit.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Lucas read the text, *All Around the Town* with a peer. Lucas then selected a picture/with the word(s) of specific community occupations mentioned in the story and matched it to a story picture about 6 occupations. The pictures represented the following vocabulary words: fire truck, ambulance, school bus, police car, tow truck, and taxi cab.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.**
Lucas was able to correctly identify all 6 pictures with the appropriate story picture/word(s). His level of accuracy was 100%.	Lucas required no prompting to complete this task. His independence level was 100%.
Level of Accuracy _____100_____%	**Level of Independence _____100_____%**

Teacher's Initials _____TT_____

Student Documentation Form for Mathematics, Reading, and Writing
☑ **Check box if Student Product or Photograph is attached.**

Student Name: Lucas	Grade: 4	Date: 2/3	Data Collection Period: 1___ 2 _X_ 3___

CONTENT: ☐ Mathematics ☑ Reading ☐ Writing	CONTENT STRAND: Word Identification Skills/Vocabulary (WID/V)	Structured Performance Task#__35-4__ Description: The student will read/experience text related to school and/or community.

AAGSE # _V 3.5_ **Description:** Selecting appropriate word to use in context (e.g. student uses pictures to complete sentences or storyboards).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

As part of the fourth grade classroom, students are developing "how to" pieces of writing that deal with school tasks. Students select a task, and write steps in detail, and select the words that will clearly define each step.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Lucas selected to write about bringing the attendance to the school office. He verbally told a peer the 4 steps (1-walk in hall, 2-go to office, 3-put attendance in the basket, 4-return to classroom). Lucas then selected symbols to "write" his story.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.
Lucas correctly selected 2 out of the 4 vocabulary words. He selected "walk" and "basket" vocabulary correctly to yield an accuracy of 50%.	Lucas independently selected "walk" and "basket". He needed an auditory prompt (50%) for the vocabulary words "office" and "classroom" and needed to redo the symbols His independence level was 50%.
Level of Accuracy ____50_____%	**Level of Independence _____50_____%**

Teacher's Initials _____TT_____

Final Product

How **to** **Deliver** **attendance to the** **office**

1. walk

   Independent ✓

2. office

   Auditory Prompt ✗

3. basket
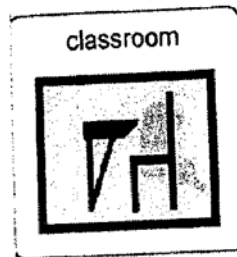
   Independent ✓

4. classroom
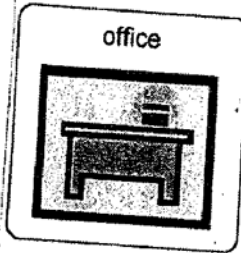
   Auditory Prompt ✗

50% accurate

50% Independent

50% Auditory Prompt

(TT)

Student Documentation Form for Mathematics, Reading, and Writing
☑ **Check box if Student Product or Photograph is attached.**

Student Name: Lucas	Grade: 4	Date: 4/3	Data Collection Period: 1___ 2___ 3 _X_

CONTENT: ☐ Mathematics ☑ **Reading** ☐ **Writing**	**CONTENT STRAND:** Word Identification Skills/Vocabula (WID/V)	**Structured Performance Task#__35-4__** **Description:** The student will read/experience text related to school and/or community.

AAGSE # _V 3.5_ **Description:** Selecting appropriate word to use in context (e.g. student uses pictures to complete sentences or storyboards).

Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:

In connection with the classroom's "community" theme, the students read several texts related to community. These texts highlight the role community helpers and the situations they see in their job.

Describe the student's application of the AAGSE to the SPT in a standards-based activity:

Lucas selected the book, *The Busy Town*. This book included community helpers/situations such as: police officer/car accident, doctor/sick people, mail carrier/letter, bus driver/bus, custodian/broom, mechanic/wrench, and firefighter/ fire. Lucas matched the correct vocabulary symbol to the picture of the situation portrayed.

Evaluation of Student's Performance

Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.	**Evaluate the student's independence performance on the AAGS Explain how percentages were determined.**
Lucas accurately selected the 5 vocabulary symbols for the 5 situatio presented (mail carrier, bus driver, custodian, mechanic, firefighter). I accuracy was 100%.	Lucas independently selected the 5 vocabulary for the 5 situations presented. His independence was 5/5 or 100%
Level of Accuracy _____100_____ %	**Level of Independence _____100_____%**

Teacher's Initials _____TT_____

APPENDIX C

Selecting a Data Collection System

Introduction

Data is defined as information or evidence that is organized, analyzed, and/or used for decision-making. In the RIAA, data is used to identify the student's level of achievement and provide relative information regarding the student's performance. Progress in the RIAA is defined as improved changes in relation to the learning outcomes set for the student. Using data, progress can be identified by measuring incremental skill development, skill development over time, and long-range outcomes.

Data is an integral part of good instruction and should be used on an ongoing basis. Reflecting on student progress data to make educational decisions allows for objective decision making rather than emotional decisions or decisions made based on "what we think we saw".

Data can also help in determining effectiveness of accommodations and modifications that are being implemented. By reviewing the data that shows progress, teachers may choose to continue with a teaching approach, modification or accommodation for a student. Based on data that reveals no progress, teachers may also choose to alter their approach, measurement, modifications or accommodations to support the student's achievement.

Selecting the right form of data is necessary to facilitate appropriate instructional changes. There are three main types of data collected: student products, anecdotal records, and student performance records.

Types of Data Collection

Student products are student made or produced work. They demonstrate the student's ability to use an identified skill to complete tasks with specific goals and outcomes. Collecting student products shows the development of skills and helps in the evaluation of student achievement over a period of time.

Anecdotal records are teacher/observer notes that record student performance or behavior. They measure the student's growth through objective observation. Anecdotal records can be in the form of journal entries, running records, or observation points. When using anecdotal recording the teacher/observer must identify the behavior that is being measured and record what takes place or is seen. To be accurate and meaningful, the observer should use verbs to describe and identify the observable skills and behaviors. Caution should be taken to avoid subjective judgments.

> *Examples:*
> - <u>*Observable skills statement*</u>: *During calendar counting, Tony **counted** by activating his voice output system using his head switch.*
> - <u>*Subjective skills statement*</u>: *During calendar counting, Tony **enjoyed** counting by using his loud voice output system that was **easy** to activate with his head switch.*

Performance recording relies heavily on the use of charts, graphs and other data collecting structures. Data is collected on level of accuracy and level of independence. An effective data collection system includes clear and objective information as well as an easy to use format. An objective data collection system can be created by using the following six steps.

Step 1: Identify and define the AAGSE

How does a teacher define the skill in observable terms?

Defining the skill is essential to data collection because it gives a clear understanding about what information is being collected. The skill is defined by using action words to identify the behavior or behaviors that are being measured.

For example:
Jon will <u>identify characters in a story</u> by pressing a switch to use his voice output system.

Defining the skill in observable terms helps to create consistency among team data collectors.

Step 2: Identify the systematic instruction that will be used to teach the student

How will the student be taught the skills?

After identifying the skill, the next step is choosing an instructional approach that best matches the student's learning style. Determining which structured method of teaching will be appropriate for the student to acquire the skill will also help to facilitate data collection. The following are examples of some structured teaching methods.

Structured Instructional Method	Definition	Example
Application within a standards-based activities	Teacher observes and or measures skills within a standards-based activity.	Teacher highlights the student's sight words in a *Weekly Reader that s/he will use in journal writing* and observes how many highlighted words the student identifies with a peer.
Task Analysis	A task analysis breaks the task down into measurable and observable steps. Each task analysis gives information regarding the incremental steps of learning a skill for a specific student.	Signing name to a thank you letter created within a group. 1. The student locates his/her name stamp. 2. The student will reach out to his/her name stamp. 3. The student will grasp his/her name stamp. 4. The student will visually locate the letter written by the group.

		5. The student will place his/her name stamp on the paper. 6. The student will push on the name stamp creating his/her name with the stamp. 7. The student will grasp his/her name stamp. 8. The student will remove the stamp from the paper
Backward/forward chaining	Chaining is directly related to a task analysis. The teacher chooses the best way to approach teaching the student the steps of the activity. They can start from the beginning (forward chaining) or teach the last steps first (backward chaining).	Using the task analysis above, the teacher would begin teaching the student step number 8 first and then continue to 7, etc.
Repeated Trials	A format in which the student is presented with the same task over many successive trials.	Asking a student to identify, using the student's mode of communication, a set of three functional sight words/ pictures on several occasions.
Time Delay	The teacher provides the student with "wait time" during structured teaching so the student has ample time to give a response.	When asking the student to use shapes to create a picture in a math activity, the teacher gives a 5 second wait time for the student to select the correct shape pieces.
Interrupted Sequence	The teacher provides the student with a routine and leaves out or stops the sequence. The teacher waits for the student to initiate the continuation of the sequence.	When rote counting to ten with a student, using the student's mode of communication, the teacher stops counting at number 6 to see if the student will continue to seven without assistance.
Successive approximations	The teacher identifies cues that the student is attempting to complete a task/activity by their approximate movements towards the activity.	Responding to simple questions about a story's plot, the student activates a preprogrammed switch set. The student may slightly move his/her hand in the direction of the switch to respond to the correct question. The student is demonstrating his/her understanding of the correct answer for the question.

Step 3: How can the student demonstrate an accurate response? (Define the criteria for performance.)

Defining the criteria for performance establishes correct and incorrect responses. It may be different for each student participating in the activity. Defining criteria is an instructional decision based on the student's current level of performance that keeps collected data consistent.

For example:
The student will identify the main character.
Jose will choose the correct response from three picture cards.
Britney will verbally name the main character.
AJ will write the main character's name.

Step 4: Choose the context

In what environments does the teacher collect the data?

Choose the context in which this skill will be taught and/or generalized. Generalization of a skill into multiple environments demonstrates mastery of a skill. Students need to learn the skill in multiple environments so that they are able to apply the skill universally. Therefore, it is necessary to identify the various contexts in which skills are taught and data is collected.

For example:
Jon will <u>identify characters in a story</u> by pressing a switch to use his voice output system.

The contexts/environments could include the following:
- Different genre of stories
- Different lengths of stories
- Different presentation of stories

Step 5: Determine the data collection method

How will the information be collected?

For every identified skill, a data collection form will be needed to collect the information regarding the student's progress. The data collection method includes a definition of the skill, the context of the skill and a recording system of the skill being addressed. The most critical component during the process of data collection is consistency. Accuracy depends upon consistency. Most teachers take and record responses when they happen. A delay in recording could result in inaccurate reporting. The format of the data collection chart should be clear and easy to use. A user friendly format will ensure its consistent use and allow anyone reviewing the data an understanding of what

information is being recorded. Data samples are provided for some of the types of data collection presented below.

Level of Accuracy measures the student's ability to complete the task correctly. Each activity or task has specified goals and objectives with criteria that allow the observer to understand the child's level of performance. The criterion for accuracy is established by the instructional team working with the student. It is reflective of both the student's present level of performance and the task.

Examples of Accuracy:
The student correctly completed five out of six addition problems for an accuracy level of 83%.
Using eye gaze, the student correctly identified six sight words out of eight for an accuracy level of 75%.

When measuring accuracy of skills, the instructional team needs to ensure that the skills they are assessing are incremental steps that are achievable for the student.

Data Systems measuring Accuracy	Definition	Examples
Frequency Count	Frequency counts focus on the number of correct responses that the student completes.	Tally marks are one way of demonstrating correct responses. *The student is presented with 50 sight words and the teacher records a tally mark for every correct response.*
Cumulative Recording	Cumulative recording focuses on the opportunity to perform a skill that happens repeatedly over a period of time.	A yes/no score is given each day to record if the student completed the identified skill/task. *The student correctly identifies that it is time for reading. The score may then be translated into a percentage by the week. The student got a yes score for 3 out of 5 days for 60%.*
Incidence Recording	Incidence recording uses a +/- system to record successful and unsuccessful attempts.	Choosing a task analysis format, the teacher places a + next to the step that the student completes successfully and a – next to the step they did not complete. *Student independently writes the letters in his/her name correctly.* *S A L L Y* *+++ - +* *4 out of 5 letters for 80% on the task*

Level of Independence measures the student's ability to perform tasks independently. Instructional prompts are used to facilitate the student's understanding of how to complete the task. Over time, prompts should be faded and/or modified to demonstrate the student's increasing independence. Collecting data on prompting strategies is one

way to demonstrate a student's progress toward independence and should not be confused with the student's ability to complete the task (accuracy).

Example of Independence:
The student completed one out of five steps in a task analysis independently.
Four steps required visual cues. The Level of Independence is 20%.

For the purpose of determining Level of Independence on the RIAA, percentages must come from work that students perform independently. Different levels of assistance may be necessary for the student to perform a skill or complete a task and are task specific assistance. Cues, prompts, or assistance needed to redirect attention to or focus on a task is non-task specific assistance and does not affect a student's independence on the task.

Levels of Assistance can be measured with three types of categories. They include Auditory, Visual and Physical prompts. Some examples are listed below.

Prompt/cue	Definition	Example
Auditory	Any sound or verbal direction given to help the student initiate or participate in the completion of the skill in an activity.	• The teacher reads the first word of a sentence. • The student is given clarifying verbal directions for three out of four steps of the activity.
Visual	Any picture, gesture, or modeling given to help the student initiate or participate in the completion of the skill in an activity.	• The student uses a point prompt to place a period at the end of the sentence. • The student uses peer modeling to match sight words.
Physical	Any physical touch, e.g., hand over hand assistance, given to help the student to initiate or participate in the completion of the skill in an activity.	• The student responds to a touch cue to press the switch to give his address. • The student uses hand-over-hand assistance to complete stamping his first and last name.

Levels of Assistance can be categorized in two ways: *task specific assistance* and *non- task specific assistance.*

Task specific assistance is created by the teacher for the student to complete a task. For example, the student is provided with a picture sequence board to complete a mathematics problem-solving activity. The student completes the mathematics activity with the visual template that he is given. He may use the same template to accurately complete all mathematics problem-solving activities. The Level of Assistance used by the student is a visual template, which would be identified and documented as a visual prompt for Level of Assistance. Other examples include repeated modeling and verbal prompting such as "What comes next?" or "What letter does the word start with?"

The levels of assistance described below typically refer to task-specific assistance in which the teacher is providing some level of content support.

Gestural Prompt	Natural prompts of a nonverbal nature tell a student what to do (e.g., hand movement, pointing, facial expressions). They are easy to use and do not involve direct physical contact.
Verbal Prompt	Spoken statements that help students respond correctly. Verbal prompts guide students on **how** to respond rather than tell them to respond, gives them a rule to use, or provides hints (e.g. how to do whole or part of the skill).
Model	Requires the teacher to demonstrate a desired behavior in order to prompt an imitative response.
Partial Physical Prompt	Requires the teacher to physically guide the students through the target skill/task, but at a less intrusive level (hand-over-wrist, elbow, shoulder)
Full Physical Prompt	Requires the teacher to place his/her hand on top of student's hand and physically guide the student through the target behavior/task (hand-over-hand). The teacher, rather than the student, exerts the effort, which minimizes errors. Full physical prompts are the most intrusive type of prompt.

Non-task specific assistance is the assistance given to a student to help him or her focus and/or persist with a task. For example, encouraging words that support a student's work to completion, "You can do it!" This kind of assistance can be used by all students for all tasks. Non-task specific assistance does not reduce the Level of Independence. These supports are part of good teaching. Other non-task specific assistance examples include time reminders, repetition of directions, or verbal encouragement such as "tell me more" or "you only have two more."

The cues or prompts below typically refer to non-task specific assistance and are not content related supports. The use of these types of redirection or focus on the task should not be considered levels of assistance when determining Level of Independence.

Environmental Prompt	Naturally occurring cue used by teachers to alert all students to an appropriate behavior. For example, the bell ringing to signal it is time to go to lunch, flipping the light switch to get everyone's attention, etc.
Redirection	Repeating directions, rules, etc. when needed to help a student get back on task
Focus	Encourages the student to stay with the task or to keep going. This becomes task specific if the skill the student is working on is attending.

Minimum Physical Prompt	Requires the teacher to lightly touch the student but do not control their movements. The light touch is used to redirect or focus the student on the task.

Student progress can be measured in three ways: increased accuracy, increased independence or a change in Levels of Assistance. Increased accuracy demonstrates the student's progress in how many items he or she is able to complete correctly. Increased independence demonstrates the student's progress in how many items he or she is able to complete independently. A reduction in Levels of Assistance is used to show progress over time as illustrated in the table below.

Data Collection Systems measuring Level of independence	Definition	Examples
Prompt/Cue Hierarchy	Prompt/cue hierarchies are used when there are skills with greater numbers of discrete steps in which the student requires assistance to learn the steps. A prompt cue hierarchy allows for the level of assistance to be recorded.	Levels of Assistance I – Independent/no assistance, cues or prompts A – Auditory Prompt V – Visual Prompt P – Physical prompt
Numerical prompting system	Prompts/cues are assigned a numerical value and are specific to the student.	Levels of Physical Assistance 5 – independent 4 – touch on the back of the student's hand 3 – hand under hand guidance 2- hand over hand guidance 1 – resisted guidance

The data collection system should be chosen so that it is compatible with teaching methodology that is being used. For example, if the team is using a task analysis to teach a skill, then the data collection would reflect the entire task analysis. Likewise, if the teacher was using direct teaching to teach a skill, the data collection could be a frequency count or repeated trial format.

Data collection should take place on a regular and consistent basis. One teacher may choose to take data in an ongoing fashion. That is, when the child exhibits the identified skill, data is taken on the spot. Another teacher may choose to take data during structured teaching opportunities so that data forms are readily available and skill tasks are planned out. For the purpose of performance data, daily or weekly data is suggested. This gives the most up-to-date and accurate information regarding the student's progress. Frequency of data collection provides a more accurate reflection of the student's progress. The more often data is collected the less impact one day will have on the evaluation of progress.

Step 6: Analyze and present information

How will the teacher summarize and utilize the data?

Once the data has been collected, it should be translated into meaningful information that will help guide instruction. When this information is reviewed, conclusions will be drawn that evaluate the student's progress towards meeting the identified goal. Two formats are often used to summarize collected data: number correct and percent correct.

The number correct format is the raw score the student achieved independently. Over time, this will show incremental changes in the student's performance.

Percent correct will demonstrate the student's progress with a wider range of flexibility. It is calculated by dividing the number of correct responses by the number of opportunities. Use of the percent method documents progress or regression.

Graphing, using either a bar or plot graph, is an easy way to produce a visual record of the student's progress. It can be used for both number correct and percent correct data. Graphing allows the data to be used for the purpose of a quick evaluation or "check up" of the student's progress or regression. The graphing method provides an objective overview and a baseline of student progress. Graphs can also reveal trends and themes about the student's performance. Periodic graphing will assist in making good educational decisions.

The data collected and graphed can be utilized to determine trends and summarize student behavior. The data can then be used to adjust instruction. Is the student ready to move on to another skill? Has the student mastered the skill, but only in one context? Does the skill need to be broken down into smaller steps to be meaningful for the student? Answers to these types of questions lead teachers to make appropriate changes in instruction for the student. Sample data collection forms can be found on the succeeding pages.

Cumulative Recording Form

Name:
Grade:

Week of:												
Skill	**Content / AAGSE**	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**	**Number of "yes" responses/ number of opportunities** (Absences/non-attempts are not calculated)	**Percent of accuracy**	**Percent of Level of Assistance**			
									I	**A**	**V**	**P**
1.	Writing AASGE:											
2.	Mathematics AASGE:											
3.	Reading AASGE:											

Accuracy Key:
Y = yes
N = No
A = Absent

Independence Key
I – Independent/no assistance, cues or prompts
A – Auditory Prompt
V – Visual Prompt
P – Physical prompt

Cumulative Recording Form

Name: Fatima
Grade: 10th grade

Week of: 11/6		11/6	11/7	11/8	11/9	11/10			Percent of Level of Assistance			
Skill	**Content/ AAGSE**	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**	**Number of "yes" response/ number of opportunities** (Absences/non-attempts are not calculated)	**Percent of accuracy**	**I**	**A**	**V**	**P**
1. Sign first and last name in log book	Writing AASGE: WC 9.1a	Y/V	Y/V	Y/V	Y/V	Y/V	5 of 5 with visual prompt	100%	0	0	100%	0
2. Count number of hot lunches	Mathematics AASGE: NO 1.6	Y/V	Y/V	Y/V			3 of 3 with visual prompt	100%	0	0	100%	0
3. Reading high-frequency words, including names, environmental print, and sight words, i.e., "office" and "desk"	Reading AASGE: WID 1.7	Y/A	N/I	N/I	N/I	N/I	1 out of 5 change from auditory prompt to independent recognition	20%	80%	20%	0	0

Accuracy Key:
Y = yes
N = No
A = Absent

Independence Key
I – Independent/no assistance, cues or prompts
A – Auditory Prompt
V – Visual Prompt
P – Physical Prompt

Frequency Count Data Sheet

Name: **Content Area:**
Teaching method: **AAGSE:**

	DATE										
Number of Responses	15										
	14										
	13										
	12										
	11										
	10										
	9										
	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
	Percent of Accuracy										
	Total of Assistance										
Percent of Assistance	Independence										
	Auditory										
	Visual										
	Physical										

Level of Assistance Key
I – Independent/no assistance, cues or prompts
A – Auditory Prompt
V – Visual Prompt
P – Physical prompt

Frequency Count Data Sheet

Name: Jose

Content Area: Reading
AAGSE: WID 1.7

Teaching method: Sight word game – the student will have sight words written on index cards. Jose's goal is how many he can recognize in a one-minute interval. He will pick them up using a magnet wand after reading them.

DATE	11/1	11/9	11/17	11/24	2/5	2/12	4/26	5/3		
15										
14										
13										
12										
11										
10										
9							V	A		
8			P	P	P	V	V	A		
7		P	P	P	P	V	A	A		
6		P	P	P	V	V	A	A		
5	P	P	P	V	V	V	A	A		
4	P	P	P	V	V	V	A	A		
3	P	P	V	V	V	V	V	A		
2	P	P	V	V	V	V	V	A		
1	P	P	V	V	V	V	V	V		
Percent of Accuracy	20%	28%	32%	32%	32%	32%	36%	36%		
Total of Assistance	P- 4	P-7	V-3 P-5	V-5 P-3	V-6 P-2	V-8	A-4 V-5	A-9 V-1		
Independence	0	0	0	0	0	0	0	0		
Auditory	0	0	0	0	0	0	45%	89%		
Visual	0	0	38%	62%	75%	100%	55%	11%		
Physical	100%	100%	62%	38%	25%	0	0	0		

Number of Responses (left axis label)

Percent of Assistance (left axis label)

Level of Assistance Key
I – Independent/no assistance, cues or prompts
A – Auditory Prompt
V – Visual Prompt
P – Physical prompt

APPENDIX D

Glossary of Terms

Glossary of Terms

Acquisition- learning a skill or concept through practice or "skill and drill" activities

Application- the use of an AAGSE for a purpose

AAGSE- Alternate Assessment Grade Span Expectation, academic skill that has been expanded from, and is linked to the Grade Level Expectations

Collection period- a set time frame in which to collect evidence for the RIAA datafolio

Connection to Content Strand- dimension of the rubric that looks at whether the student work described in the Student Documentation Forms connects to the AAGSEs and shows application of the AAGSE in distinct standards-based activities connected to the Structured Performance Tasks (SPT)

Content Strand- broad category of skills in a content area, e.g., Numbers and Operations, and Geometry in Mathematics

Datafolio- streamlined collection of evidence, including student work that can be used to determine student performance in a content area

Data Point- a point in time data was collected or summarized for an AAGSE

Data Summary Sheet- a form that provides a vehicle to report out student performance in the dimensions of Level of Accuracy, Level of Independence and Student Progress for the RIAA

Dimension- area of the rubric in which the student will be scored. For the RIAA the rubric dimensions are Connection to Content Strand, Student Progress, Level of Accuracy and Level of Independence

Distinct activity- a standards-based activity that differs in the materials used, the context of the content, the setting of the activity or the application of the activity

GLE- Grade Level Expectation, content area concept that a general education student is expected to learn by the end of a specified grade

Inquiry Skills – the set of higher order thinking skills that provide a foundation to carry out an investigation. Inquiry skills include four Inquiry Constructs which are Formulating Questions & Hypothesizing, Planning and Critiquing Investigations, Conducting Investigations, and Developing and evaluating Explanations

Level of Accuracy- dimension on the rubric that looks at the percentage level at which a student is correct when working on an AAGSE

Level of Independence- dimension on the rubric that looks at the percentage level of independence at which a student is working on an AAGSE. This measures the student's performance of the AAGSE in standards-based activities without assistance

Levels of Assistance- supports a student requires to learn an AAGSE skill, e.g., student may require a parallel model in order to answer a content question

Non-task specific assistance- support given to the student that does not impact the content being learned, e.g., redirecting the student to the mathematics sheet when asking the student to compute mathematics problems

Measured Progress ProFile ™- electronic software program specifically designed for state assessments that consist of the required collection of evidence forms

RIAA- Rhode Island Alternate Assessment

Rubric- an established set of rules used to determine how a student will score in a particular area, e.g., Level of Accuracy

Standards-based activity- age appropriate activity that shows evidence of instruction toward the application of the AAGSE

Student Document Form- a form that provides a vehicle to report out student performance in the dimensions of Level of Accuracy, Level of Independence and Connection to Content Strand

Student Progress- dimension on the rubric that looks at whether or not progress is shown on the chosen AAGSE across each data collection period

Progress can be shown through an increase in accuracy or independence or a reduction in the restrictiveness of levels of assistance needed by the student.

Student Work- student work demonstrating a clear connection to the Structured Performance Task and AAGSE that is an actual work product completed by the student and graded by the teacher or a photograph of the student participating in a standards-based activity

SPT- Structured Performance Task, the broader unit level structure within which standards-based activities and AAGSE instruction can occur

For example, the SPT would be the month long thematic science unit within which a standards-based science experiment occurs, or within which an AAGSE dealing with writing facts may be assessed.

Task specific assistance- support that is given to the student that does impact the content being learned, e.g., providing the student with cue cards to complete a mathematics problem

APPENDIX E

Alternate Assessment Instructional Terms

Alternate Assessment Instructional Terms

(Excerpt from the RI Alternate Assessment Alternate Grade Span Expectations)

Communication: eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping	**Participation:** taking an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.	**Application:** transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.
Associate: connect ideas using child's mode of communication.	**Create:** develop an original representation of a math concept through the child's mode of participation. Develop an idea or representation of a concept through the child's mode of participation.	**Awareness:** emergent knowledge.
Describe: give characteristics, examples, and/or attributes through the child's mode of communication.	**Engage:** student actively participates.	**Compare:** identifying similarities and differences between two or more items.
Determine: see Identify/Indicate	**Explore:** student participates through manipulating/attending to content related materials.	**Demonstrate:** apply knowledge to show (understand) comprehension of content concepts through the child's mode of communication and/or participation.
Discriminate: using known information, the student makes appropriate responses within a group of two or more choices.	**Locating:** using known information, the student makes an appropriate response.	**Distinguish:** using known information, the student makes appropriate responses within a group of two or more choices.

Communication: eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping	**Participation:** taking an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.	**Application:** transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.
Discuss: a social exchange of content related information through the student's mode of communication.	**Make decision:** based on given content information, make an appropriate choice related to the task.	**Employ:** apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.
Identify/Indicate: give an appropriate response by showing, naming, giving or selecting through the child's mode of communication.	**Observation:** information gained via senses.	**Obtain:** using known information, the student makes an appropriate response.
Justify: based on information/data, support a content concept using the student's mode of communication.	**Reproduce:** recreate a representation of a math concept through the child's mode of participation.	**Reacting:** physical response to stimuli.
Pose: a communicative act to request information through the child's mode of communication.		**Show:** apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.
Predict: based on given information, student will identify what comes next or what outcome is possible through their mode of communication.		**Use:** apply knowledge to demonstrate comprehension (understand) of math concepts through the child's mode of communication and/or participation.

Communication: eye gaze, pointing, touching, gesturing, voice response, augmentative communication devices, topic board, pictures, Braille, printed text (written word), head nod, signs/symbols (pic/tactile), objects, stamping	Participation: taking an active role (physically or socially) in content related activities, routines, and with materials by exhibiting behaviors that are observable and measurable, such as: touch, see (visually engage), hear, taste, smell, reach, point, gesture, eye gaze.	Application: transferring knowledge from content concepts to practical/concrete situations/activities/routines through the child's mode of participation.
Reading: using the child's mode of receptive communication to derive meaning from text, symbols and numbers.		
Recognize: see Identify/Indicate		
Represent: show an understanding of a concept through the child's mode of communication.		
Say: a communication act to give information through the student's mode of communication.		
Select: see Identify.		
Text:pictures/symbols/objects/actions/words		
Writing: using the child's mode of expressive communication to create or construct a tangible product that conveys meaning.		